

# THE VIRGINIA TEACHER

November-December, 1923



W. F. TIDYMAN

of the Farmville State Normal School, discusses  
THE ECONOMIC DISTRIBUTION OF TIME AMONG  
WORDS OF THE SPELLING LESSON

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D. O. DECHERT

of Harrisonburg, considers  
SOME IMPORTANT ASPECTS OF CHILDREN'S READING

---

GRACE HARVEY HEYL

of Loudoun County, considers  
THE COMMERCIAL DEVELOPMENT OF HOME  
ECONOMICS IN VIRGINIA

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# THE VIRGINIA TEACHER

VOLUME IV

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## CHILDREN'S BOOKS

THIS is an age insistent upon "*rights*." A *bloc* in Congress has been formed to protect those of the farmer. Numberless unions care for workmen's rights. Women have achieved full political rights, and they have long enjoyed complete control of the home and of the entree to society. The rights of all citizens, to life, liberty and property are secured by most stringent constitutional provisions.

This week and this occasion are dedicated to a consideration of some of the rights of children, a denial of which must tend to render the others I have mentioned practically worthless, from the highest point of view.

Children for their best development require and must have books adapted to their comprehension and so attractive in form and contents as to induce a desire in the children to read them, and to insure pleasure in the reading.

We have reached an era in which children have come into their own—that is, those of them who are fortunate enough to have at their command a reasonable number of the books, delightful and instructive in contents, and exquisite in mechanical form, provided for them by a host of authors and many publishers who have responded splendidly to their needs. It only remains that to their uninstructed minds shall be opened the doors through which they may gain access to the treasury of priceless gems which is theirs.

That children shall be amply provided with proper books is *their right*; it is a manifest *duty* of parents; and it is a blessed *privilege* of those of you who shall go forth to engage in the pursuit of teaching, than which

there is none nobler or of more enduring benefit, not only to the taught, but to the nation itself, and to the world at large.

When I speak of books, I mean not mere bound and printed pages. It is of the utmost consequence that the matter read by those who, following us, shall become citizens and rulers of the country, and, in their turn, parents of its future men and women, shall be, in truth and in fact, *literature*. Unfortunately the people at large are not awake to the situation, and many—*most*—of them are content, as with a duty accomplished, if their children acquire some knowledge of such elementary subjects as are taught in the grades, and feel a perfect glow of satisfaction, if, perchance, the youngsters complete a high school course. And even here, it is sadly noticeable that all too frequently the studies pursued are directed to purely utilitarian ends. John Ruskin said: "A nation can not last as a *money-making mob*; it can not, with impunity—it can not, with existence—go on despising literature, despising science, despising art, despising nature, despising compassion, and concentrating its soul on pence. Of the English he asks—and the question applies at least equally to ourselves,—"What do we, as a nation, care about books? How much do you think we spend altogether on our libraries, public or private, as compared with what we spend on our horses?"—today, he might have substituted automobiles. He goes on: "If a man spend lavishly on his library, you call him mad, a bibliomaniac. But you never call any one a horse," (or automobile)—"maniac, though men ruin themselves every day by their horses, and you do not hear of people ruining themselves by their books. . . What position would the nation's expenditure on literature take as compared with its expenditure on luxurious eating? We talk of food for the mind as of food for the body. Now a good book contains such food inexhaustably; it is a provision for life, and for the best part

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A paper read to students of the State Normal School at Harrisonburg at assembly hour November 14 as a part of the observance of Children's Book Week.



of us. . . . No book is worth anything which is not worth much."

Ruskin, in this excerpt from "Sesame and Lilies,"—with which all of you should be familiar,—is indubitably and eternally right. His remarks are every whit as applicable to our children and their books, as to us who are adult and our books. Even more so! The habit of reading well ingrained in childhood and youth, remains always with us. It is seldom acquired in later life. But further—in childhood and youth, if we read at all, we form the taste for the sort of book we shall, almost inevitably, prefer in manhood and womanhood. Therefore, guard well the door that leads to the child's treasury of books; see that none finds lodgment there which does not in its contents furnish ample reason for its presence. Let the food of the child's mind be such as will mould and nourish a lofty spirit, create a broader and a higher outlook on life, give him vision, and thus make of him the highest type of man and citizen.

Let fairy tales and simple—not silly—verse, in abundant measure, be early read to or by him. It is a rare child whose imagination and love of tales of adventure, will not be stirred and expanded by the first; and almost all quickly respond to the lilt and rhythm of the other. Beautifully bound and illustrated editions of Hans Christian Andersen's, of the Grimms' and of Oscar Wilde's wonderful fairy stories; of fairy and folk tales from Hungary, Turkey, England, France and Italy—in fact, from nearly every country—are readily available. Pinnocchio,—a tale of the amazing adventures of a puppet,—*"Heidi,"* and *"Moni, the Goat Boy,"*—charming child idyls of Switzerland—are excellent. The illustrations in these volumes are the work of real artists, and the child is, by this combination, led at once to an appreciation of beauty in subject, language, and art. Give him, when very young, such delightful little poems as those of Evaleen Stein, the "Rhymes and Jingles" of Mary Mapes Dodge, and Stevenson's "Child's Garden of Verse;" put before him the charming ditties of Eugene Field, which, in one edition, are adorned by pictures in colors by Maxfield Parrish. Let him revel—as he is sure to do—in the quaintness and melody of James Whitcomb Riley; or the

graduated anthologies of poetry entitled "The Treasury of Child Verse" and "The Golden Staircase"—marvelous collections, beautifully illustrated. And here let me say, that in all books, for people of all ages, good illustrations are highly desirable, and are indispensable in those for the very young. The child, too, should be early trained to read only books printed in easily readable type, with wide line spacing, because such books, being easily read, more surely prove interesting, and do not injure the eyes.

Let Hawthorne's "Wonder Book" and "Tanglewood Tales," Kingsley's "Greek Heroes," Baldwin's "Story of a Golden Age," and Padraic Colum's "Children's Homer," lead into the wonderful store-house of Greek and Roman mythology and the ever fascinating tales of the siege of Troy; while Sidney Lanier, in his "Boys' King Arthur," and "Knightly Legends of Wales," tells of the legends that cluster around the name of Arthur, teaching the beauty and sublimity of lives devoted to the service of others, and exalting the ideals of truth and honor. Let Henry Gilbert, in his charming style, in "Robin Hood," instil into the youthful mind lessons of generosity and charity, and show that even for outlaws, so long as they yield to such impulses there is opportunity for redemption. Blaikies "Wonder Tales of the Ancient World" sets forth most interestingly a number of the legends of early Egypt, including some which are the bases of narratives embraced in our own Bible.

I strongly urge that too much stress can not be laid upon the early acquisition of a genuine familiarity with at least the simpler myths and legends, particularly the classic ones, which the children should be made to understand are by no means fairy tales, but statements of actual religious beliefs. As the youthful mind becomes more receptive and capable, this instruction should continue and be extended as far as possible. These subjects are admirably treated by Bullfinch in his "Age of Fable," "Age of Chivalry," and "Legends of Charlemagne," Murray's "Manual of Mythology" is an excellent book of reference, though not so attractive in style. "Norse Heroes," by Wilmot-Buxton, beautifully presents the conceptions of our own fore-



fathers of Odin, Thor, and the entire group who, from Asgard, control the actions and fate of mortals, and of the joys of Valhalla.

I attempt no exhaustive list of any of the books dealing with the subjects to which I refer, but merely mention a few of those which I have found, in my own experience, to be of great value.

This knowledge of myth and legend will enable the boy or girl more fully to comprehend and appreciate the real masterpieces of literature when they come to be read, and many of the beauties of these masterpieces will be wholly lost to those who have it not. Tennyson's exquisite "Idylls of the King," "Lady of Shallott," and many of his shorter poems, for instance, presuppose such knowledge. Much of the best work of others of the greatest poets, including Shakespeare, is likewise predicated upon the assumption that the reader knows these things. References, direct and indirect, to them, abound in the higher class of prose. Many of the greatest operas, too, are based upon or actually embody, some of this mythology, and their appeal and intelligibility will be increased by familiarity with these foundations.

The books I have mentioned, and many others in the same fields, as do those I am yet to mention, serve another purpose. From them the child unconsciously imbibes a comprehension and ability to discriminate in the use of words, grammatical forms, and rhetorical style. forcible and graceful expression, in speech and writing, becomes, as it were, a part of his very being, and these results are far more readily obtained by this natural method than by constant drilling in the dry and uninteresting rules of grammar and rhetoric. With such books as constant companions, too, it seems that it should be nearly impossible that any child would feel either necessity or inclination for resort to the use of the *odious slang* which appears in many of our young people to be rapidly superseding English,—for conversational purposes.

For these reasons, the director of the child's reading should carefully select only such books as, dealing with appropriate subjects, present them in the best literary form.

"Tommy Trot's Visit to Santa Claus,"

and "A Captured Santa Claus," by Thomas Nelson Page, and a number of stories by Henry van Dyke, for the very young; and for the older children, "Yule Tide in Many Lands," "Christmas in Legend and Story," a collection of excellent short stories and poems relating to the subject; Dickens' splendid "Christmas Carol," "Holly Tree Inn," and "The Christmas Tree," and Irving's Christmas tales, contain most excellent matter for the joyous season which is the children's very own, while Kate Douglas Wiggin, in the "Romance of a Christmas Card" and in her unexcelled "Birds' Christmas Carol," supplies a most appropriate compound of the pathetic and the delicately humorous.

Amongst the books which are merely beautiful stories of every day life, but nevertheless evoke breathless interest, and help materially to make good reading a habit, I may mention "Donald and Dorothy," by Mary Mapes Dodge, "The Princess and Candyland," "The Princess and the Goblin," by George MacDonald; Alcott's Little Women series; "Sentimental Tommy," and its sequel, "Tommy and Grizel," by James Barrie; "Ramona," by Helen Hunt Jackson; "The Secret Garden," and "The Lost Prince," by Frances Hodgson Burnett, the author, also, of "Little Lord Fauntleroy,"—*supreme in its field*—which it was my privilege, when a mere boy, to read upon its original publication as a magazine serial, the impression then made having remained vividly stamped upon my mind.

All too frequently the attempt to teach history in the school, or to induce its reading at home proves futile, because the child, purely by reason of an unfortunate treatment of the subject in the books presented to him, early acquires, and retains through life, an impression that is a mere jumble of names and dates, and of dull statements of events of long ago, having no relation to the pulsing life of today. How different the result that follows the reading, very early, of such books as Marshall's "Island Story," wherein are recited most simply and attractively, many of the momentous occurrences that have converted England from a mere outlying possession of the Roman Empire, almost despised by it, into one of the mightiest and most cultured of nations. Mary MacGregor, in "The Story of Greece," and



"The Story of Rome," and Marshall, in "Scotland's Story," render the same story relative to the histories of those countries. The series of which "Our Little Spartan Cousin of Long Ago," "Our Little Carthaginian Cousin of Long Ago," and "Our Little Roman Cousin of Long Ago," are representative, is full of appeal to the child of from seven to ten years of age, weaving as they do, about supposititious children of different periods and countries, tales which call up vivid images of the modes and drama of life, as it was lived in the far away ages, and enforcing, without lecture or direct statement, a realization of our human kinship to those who then lived and moved upon the earth, actuated by the same motives and passions, the same desires and ambitions that are the impelling causes of the events narrated in the news of the day. These may be very well succeeded by Eva March Tappan's "In the Days of Alfred the Great," and "In the Days of William the Conqueror." The two last named, and, for somewhat older children, such stories as Marryatt's "Children of the New Forest," Kipling's "Puck o' Pook's Hill," and "Rewards and Fairies," Stevenson's "Black Arrow," Kingsley's "Hereward the Wake" and "Westward Ho!" Bulwer's "Harold" and "The Last of the Barons," Arnold's "Phra, the Phoenician," and Doyle's "Micah Clarke," arouse an interest in English history, and cause the child to begin to perceive at work in the events of a nation's life, the inevitable operation of the laws of cause and effect, and how essential it is that they who are to direct the destinies of our own great country, shall be familiar with the course of that operation, in order, on the one hand, to avoid the shoals upon which nations have been wrecked, and, on the other, to pursue the policies which have heretofore insured peace, happiness and prosperity. For the beginner in the history of America, a veritable feast is spread in the collections, in book form, of stories from dear old *St. Nicholas*, now just completing its fiftieth year of beneficent life. Marshall again in "This Country of Ours," and Cooper in the "Leather Stocking Tales," contribute to this feast.

What thrills await the properly prepared youthful reader of Scott's "Talisman," filled

with the romance and glamor of the Orient, and the chivalrous devotion, knightly courage, and lofty, though mistaken, purpose of the Crusaders! How he must revel in the delights of "Ivanhoe" and "Kenilworth," of "Quentin Durward" and "Rob Roy," or in Dicken's "Tale of Two Cities" with its graphic pictures of the French Revolution and of the sublime nobility of character of Sidney Carton, voluntarily giving his life, at the guillotine, in the stead of another, with that utterance upon his lips, almost without parallel, in its pathos, in any other work of fiction: "It is a far, far better thing that I do than I have ever done: It is a far, far better rest that I go to, than I have ever known."

How enchanting is the presentation of the conditions of Italian life in the age of Savonarola, and of the man himself, in "Romola," and how the actualities of the middle ages spread, like a panorama, before us, as we follow the father of the great Erasmus, contemporary and antagonist of Luther, in his wanderings as portrayed in Reade's "Cloister and the Hearth."

No one should grow to full manhood or womanhood without some acquaintance, at least, with "Plutarch's Lives," wherein, in parallel biographies of eminent or notorious Greeks and Romans, we find that more than two thousand years ago, human nature was very human, indeed.

How natural the transition from books like these to the more serious, but none the less fascinating, *histories* of the periods and countries of which they treat!

For these older children, poetry is still indispensable. Let them drink in the beauty and sublimity of the wondrous lyrics in Palgrave's "Golden Treasury," and in the Oxford Books of "English and Victorian Verse." Let Burns, Byron, Keats, Shelley, Thomas Moore—too much neglected—and Poe, whose ethereal productions contain the "chrystalline delight" ascribed by him to certain "Bells," work their magic charm. Let Longfellow, with his human kindliness and simplicity of style, teach them those very things. "The Bridge," "The Village Blacksmith," and many more of his poems, are, of course, widely familiar, but I commend to you, and to those of whom you are to be in



charge, his very charming "Tales of a Wayside Inn."

Avoid, as though it were the abomination of death, itself, the work of the so-called "free" poet, who, like Satan, in the ancient story of Job, is now "going to and fro in the earth, and walking up and down in it."

At no stage permit, if it can be prevented, the reading of such books as make up the series of the "Camp Fire Girls," or the so-called "Boy Scouts," "Rover Boys," or "Motor Boy" books, and the other veritable trash which litters, in great profusion, the shelves and tables of the book shops. They are practically all non-literary, in the true sense, are the work of persons unskilled in the simplest rudiments of authorship, violate the fundamentals of rhetoric and grammar, and tend to engender false and even *base* ideals.

As to stories of adventure, besides some of those already mentioned, "The Arabian Nights," "Robinson Crusoe," "Treasure Island," "Kidnapped," "Kaloolah," "Twenty Thousand Leagues under the Sea," "The Mysterious Island," "The Count of Monte Cristo," "The Three Musketeers," and "The Mutineers," are admirable.

In the matter of "humor"—and an appreciation of real humor ought by all means to be cultivated—the range of choice is somewhat limited. Certainly, that element is wholly lacking in the so-called "funny pages" of the newspapers, and in the "comedy" of the moving pictures. It is likewise not to be found in most of the books *purporting* to be humorous. These are usually merely silly and banal. Dickens, of course, in practically all of his works abounds in it; "Tom Sawyer" and "Huckleberry Finn" are good specimens of an American form, which in my judgment is greatly inferior to the English,—as are the "Hoosier School Boy" and the "Hoosier Schoolmaster." Interwoven with the extremely beautiful story of Joan of Arc, by Mark Twain, are occasional gleams of it, much more subtle, and therefore desirable, than in anything else by the same author. His "Connecticut Yankee in King Arthur's Court" is laughter compelling, and (not necessarily the same), really humorous, but I do

not advise it for children, since they are likely to be injured by the caricature it presents of the noble legends of Arthur. "Gulliver's Travels," "Mr. Midshipman Easy," Warner's "Being a Boy" and Aldrich's "Story of a Bad Boy" are all worth while, Gulliver, of course, being excellent; and "*Alice in Wonderland*" is *superb*; Irving's "Knickerbocker's History of New York" is not only a repository of matchless whimsicality, but valuable as introducing an important phase of our country's development. Curtis's "Prue and I" blends most remarkably, genuine humor with pathos, as do James Lane Allen's "Kentucky Cardinal" and "Aftermath," and Fox's "Little Shepherd of Kingdom Come."

I am informed that "Mother Goose" has been already expounded to you by one far more able than myself. It is for this reason that I have not heretofore mentioned her. Of course, "Mother Goose" and stories like those of "Uncle Remus" are the very beginnings of book culture.

The lack of time forbids my discussing any of the great number of excellent books, dealing in the most attractive manner, with nature in its many forms, and with travel.

In bidding you farewell, let me admonish you that in the selection of books for a child, it is of the utmost importance, that it be kept constantly in mind that the ultimate object of his reading should be to induce in him a constantly increasing determination to acquire more and broader knowledge; that he be stimulated to new thoughtfulness about material things and things immaterial; that he be stirred and uplifted so that he feels within himself a kinship to divinity, and an impulse to rise to greater heights, so that he may come to repeat daily, with genuine fervor:

"Build thee more stately mansions, O my soul,  
As the swift seasons roll!  
Leave thy low-vaulted past!  
Let each new temple, nobler than the last,  
Shut thee from heaven with a dome more vast,  
Till thou at length art free,  
Leaving thine outgrown shell by life's un-  
resting sea!"

D. O. DECHERT.



## SHOULD HOME ECONOMICS BE DEVELOPED COMMERCIAL- LY IN VIRGINIA?

*A Survey of the Various Positions in Which  
Home Economics Graduates May  
Seek Advancement*

THERE has been a particular focus upon the development of homemaking as a science within the past few years and consequently a good many young women have entered the department of home economics in our state institutions offering such a course. These young women as a result of their training find themselves fitted to teach home economics or enter various occupations in this field. Most of them, however, have the teaching profession in mind but are unable to secure positions to teach the subjects in which they are best prepared. The question arises, "In what capacity are these women serving?"

A table showing the number of graduates from the four normal schools within the past six years will give some idea of the situation. This does not include the graduates from William and Mary College or V. P. I., who are also prepared to take up work in the field. The table does, however, offer interesting data:

*Number of Graduates in Home Economics*

Year	Farmville	Fredericksburg	Harrisonburg	Radford	Harrisonburg E. S. Degree 4 Year Grad.
		2-Year Graduates			
1917	12	3	24	4	
1918	1	8	14	13	
1919	3	8	26	13	6
1920	8	12	25	19	8
1921	14	20	45	18	4
1922	14	14	54	28	5
Total	52	65	188	95	23
Grand Total				400	23

The teaching positions in home economics in Virginia are fairly limited. Below is a list of those positions, which I obtained from

Mrs. Ora Hart Avery, State supervisor of Home Economics:

*Virginia Schools In Which Home Economics  
Is Taught—1922-23*

*State aided.	**Federally aided.
SCHOOL	COUNTY
Onancock .....	Accomac
Keller .....	Accomac
Scottsville .....	Albemarle
Earleysville .....	Albemarle
Merriwether-Lewis .....	Albemarle
*Appomattox .....	Appomattox
Ballston .....	Arlington
Columbia .....	Arlington
Ft. Myers .....	Arlington
Clarendon .....	Arlington
Geo. Mason .....	Arlington
Basic .....	Augusta
Beverly Manor .....	Augusta
Ashwood .....	Bath
Millboro .....	Bath
*New London .....	Bedford
Ebony .....	Brunswick
Grundy .....	Buchanan
Seneca .....	Campbell
Edmund-Pendleton .....	Caroline
*Sparta .....	Caroline
Chesterfield .....	Caroline
*Woodlawn .....	Carroll
*Charlotte Court House.....	Charlotte
Keysville .....	Charlotte
Wylliesburg .....	Charlotte
Broad Rock .....	Chesterfield
Bulah Jr. ....	Chesterfield
*Chester .....	Chesterfield
Midlothian .....	Chesterfield
*Boyce .....	Clarke
*Culpeper .....	Culpeper
Mitchells .....	Culpeper
Ford .....	Dinwiddie
Darvills .....	Dinwiddie
Wilson .....	Dinwiddie
Sunny Side .....	Dinwiddie
McKenney .....	Dinwiddie
Midway .....	Dinwiddie
Reames .....	Dinwiddie
*Dinwiddie .....	Dinwiddie
**Hampton .....	Elizabeth City
George Wythe .....	Elizabeth City
Phoebus .....	Elizabeth City
Bailey's Cross Roads .....	Fairfax
*Floris .....	Fairfax
Franklin-Sherman .....	Fairfax
Hume .....	Fauquier
Plains .....	Fauquier
Catlett .....	Fauquier
*Middletown .....	Frederick
Pembroke .....	Giles
*Pearisburg .....	Giles
Narrows .....	Giles
Cardwell .....	Goochland
*Elk Creek .....	Grayson
Fries .....	Grayson
Va.-Carolina .....	Grayson



\*Greensville Co. .... Greenville  
 \*Turbeville ..... Halifax  
 Doswell Jr. .... Hanover  
 \*Atlee ..... Hanover  
 Montpelier ..... Hanover  
 Old Church Jr. .... Hanover  
 Dumbarton ..... Henrico  
 Glen Allen ..... Henrico  
 Glendale ..... Henrico  
 Highland Springs ..... Henrico  
 \*Varina ..... Henrico  
 Westhampton ..... Henrico  
 Bassett ..... Henry  
 Martinsville ..... Henry  
 Blue Grass ..... Highland  
 Monterey ..... Highland  
 McDowell ..... Highland  
 \*Windsor ..... Isle of Wight  
 \*Toano ..... James City  
 Jamestown ..... James City  
 Shiloh ..... King George  
 Irvington ..... Lancaster  
 \*Ewing ..... Lee  
 \*Lincoln ..... Loudoun  
 Hillsboro ..... Loudoun  
 \*Apple Grove ..... Louisa  
 Baskerville ..... Mecklenburg  
 \*Chase City ..... Mecklenburg  
 Clarksville ..... Mecklenburg  
 La Crosse ..... Mecklenburg  
 \*Christiansburg ..... Montgomery  
 Ironto ..... Montgomery  
 Shawsville ..... Montgomery  
 \*Driver ..... Nansemond  
 Cypress ..... Nansemond  
 Barhamsville ..... New Kent  
 South Norfolk ..... Norfolk  
 Ocean View ..... Norfolk  
 Ballentine ..... Norfolk  
 Chesterfield ..... Norfolk  
 E. Brambleton ..... Norfolk  
 Lafayette ..... Norfolk  
 Larchmont ..... Norfolk  
 Meadow Brook ..... Norfolk  
 Capeville ..... Northampton  
 Cheriton ..... Northampton  
 \*Franktown ..... Northampton  
 Nassawadox ..... Northampton  
 Exmore-Willis ..... Northampton  
 \*Burkeville ..... Nottoway  
 Shenandoah ..... Page  
 Stanley ..... Page  
 Luray ..... Page  
 \*Critz ..... Patrick  
 Brosville ..... Pittsylvania  
 Callands ..... Pittsylvania  
 \*Climax ..... Pittsylvania  
 Greta ..... Pittsylvania  
 Schoolfield ..... Pittsylvania  
 Dan River ..... Pittsylvania  
 \*Whitmell ..... Pittsylvania  
 \*Powhatan ..... Powhatan  
 Prospect ..... Prince Edward  
 Rice ..... Prince Edward  
 Green Bay ..... Prince Edward  
 Worsham ..... Prince Edward  
 \*Disputanta ..... Prince George  
 Hopewell ..... Prince George

Rives ..... Prince George  
 Burrowsville ..... Prince George  
 Prince George ..... Prince George  
 \*Charity ..... Princess Anne  
 Bethel ..... Prince William  
 \*Manassas ..... Prince William  
 Belspring Jr. .... Pulaski  
 \*Salem ..... Roanoke  
 \*Brownsburg ..... Rockbridge  
 \*\*Bridgewater ..... Rockingham  
 Dante ..... Russell  
 Honaker ..... Russell  
 \*Lebanon ..... Russell  
 Temple Hill ..... Russell  
 Rye Cove ..... Scott  
 Shoemaker ..... Scott  
 Dungannon ..... Scott  
 Saltville ..... Smyth  
 \*Courtland ..... Southampton  
 Chancellor ..... Spottsylvania  
 Marye ..... Spottsylvania  
 \*Claremont ..... Surry  
 \*Wakefield ..... Sussex  
 \*Burke's Garden ..... Tazewell  
 Pocahontas ..... Tazewell  
 Tazewell ..... Tazewell  
 Graham ..... Tazewell  
 Richlands ..... Tazewell  
 Cedar Bluff ..... Tazewell  
 Denbigh ..... Warwick  
 Liberty Hall ..... Washington  
 Mendota ..... Washington  
 William King ..... Washington  
 Appalachia ..... Wise  
 \*Big Stone Gap ..... Wise  
 Coeburn ..... Wise  
 East Stone Gap ..... Wise  
 Wytheville ..... Wythe

*City*

Alexandria High School.....Alexandria  
 Bristol High School.....Bristol  
 Danville High School ..... Danville  
 Fredericksburg ..... Fredericksburg  
 Harrisonburg ..... Harrisonburg  
 E. C. Glass High School.....Lynchburg  
     (3 teachers)  
 Newport News High School....Newport News  
 Norfolk ..... Norfolk  
     (14 teachers)  
 Petersburg High School.....Petersburg  
     (2 teachers)  
 Portsmouth High School.....Portsmouth  
     (2 teachers)  
 Portsmouth Elementary..... Portsmouth  
     (3 teachers)  
     Day Unit  
 \*\*John Marshall High School.....Richmond  
     (3 teachers)  
     Evening  
 John Marshall High School.....Richmond  
     (5 teachers)  
 Lee Jr. High School.....Roanoke  
     (2 teachers)  
 Jefferson High School ..... Suffolk  
 \*\*Williamsburg High School....Williamsburg  
 Winchester High School.....Winchester  
     (2 teachers)



There are only 194 positions for teachers of home economics in the state, positions which are filled by women of varying experience and training. <sup>1</sup>For instance, there are forty-four positions in the vocational schools in Virginia. Of these positions, 22 of the teachers filling them are two year graduates of a State Normal School, four of this number having had additional training in summer schools, and four teachers have B. S. degrees from a State Normal School. Two teachers have studied at William and Mary, one of these holding a B. S. degree. That leaves a total of eleven teachers who were trained in other institutions, and five who were trained at summer schools. The experience of all of these teachers ranges from none to six years. This shows that 28 out of 44 teachers were prepared by Virginia institutions. If that average is true for the preparation of all the teachers of home economics in Virginia, the 194 positions in the field are not nearly filled by graduates from Virginia schools. That means that even a greater number of our graduates are not teaching home economics. Where are these women?

Some of them may be found engaged in home demonstration work in the state. At present there are 35 positions filled by home demonstration agents in Virginia. This work is developing rapidly and will take care of an increasingly large number of home economics graduates each year. This raises the number of home economics specialists cared for by available positions in the state, but there is still a large group of graduates who are not working in their field.

Some of them are teaching junior classes *The Lady of the Lake* or a fifth grade language class. This does not seem fair to either teacher or pupil. There are numbers of positions in Virginia for that woman trained in home economics who is doing teaching for which she is not prepared. These positions are undeveloped and are therefore not advertised. But the position is there and the

woman trained in home economics most especially belongs in that field; she is hardly justified in accepting other types of work.

There are two possibilities for extending the field of home economics. First, the work as it exists must be developed, and, secondly, certain lines of work may be improved by the addition of a home economics specialist to the working corps. This last may be considered creating a position. But it is not economically sound to suggest an indefinite creation of positions, and therefore a study of vocational opportunities should be made before any such plan is attempted.

The field as it exists needs advertising to attract women who are fitted to take advantage of the positions. Publicity is the keynote for development. Dr. Orrie L. Hatcher, president of the Southern Woman's Educational Alliance suggests the term: "interpretative publicity," which conveys the idea. She also regards "clear cut specialization, based on broad foundations presenting the field," as one of the best means of extension.

In creating a position, there must be some basis for the creation. If a question arises which seems best solved by a home economics specialist, that may be the foundation of a new position in the field.

As an example of the term creation, I may suggest a position which could be useful to a hardware dealer. He might employ a home economics specialist to study the kitchens of the community in which kitchen equipment was being installed. The equipment would then be scientifically correct, which is not the case in most homes today. Such a campaign would result in satisfied customers and increased trade for the dealer. The specialist engaged in the work would be repaid in realizing the increased efficiency of the community and she and her employer could feel that trade may be real service.

When the point of diminishing returns has been reached in the development of the field, it will be necessary to regulate the number of young women taking up the profession. However, that possibility need not disturb Virginia women who wish to go into the work at the present time.

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<sup>1</sup>Data obtained from Mrs. O. H. Avery, who is directly responsible for the vocational schools in the state.



*A List Based on Richmond Directory of Business Women*

I have compiled a list of home economics professions from the 1921 Directory of Business and Professional Women in Richmond, which will show the various opportunities open to women trained in home economics. The amount of training necessary for these positions will differ greatly. The compilation is offered as typical of the variety of such positions in a city; as in Norfolk, Lynchburg, Danville, or Roanoke.

<i>Positions In Richmond</i>	<i>No. Employed</i>
Directors of Virginia League of Fine Arts and Handicrafts.....	3
Interior Decorator.....	1
Instructor of Art Needlework.....	1
Instructor of Art Design.....	1
Workers in Bakeries.....	3
Boarding House Management.....	23
Buyers (in clothing work).....	13
Cafeteria Directors .....	4
Cafe Managers .....	3
Chemists .....	1
Cleaners and Dyers .....	2
Corsetiers .....	2
Dieticians (in hospitals) .....	4
Club Managers .....	1
Supervisor Household Arts in Richmond Schools .....	1
Hemstitcher .....	1
Home Demonstration Agent .....	1
Housekeepers and Matrons .....	9
Institutional Managers .....	5
Laboratory Technicians .....	4
Milliners .....	5
Modistes .....	9
Pickler .....	1
Rooming House Managers .....	8
Specialty Shops .....	4
Social Work .....	15
Summer Camp Directors .....	2
Tea Room Managers .....	3
Y. W. C. A. (Cafeteria) .....	1

There are twenty-nine occupations listed here. The preparation necessary to fill these positions cover a vast field. "Pickler" and "hemstitcher" would not require the same specialization as "interior decorator"; the work of "laboratory technician" could not be done with merely a home economics training. The list, however, does show that the person trained in home economics need not go out of her field to find a position.

In organizing the opportunities of the field, a very real idea of the scope of the work be-

comes evident. Home economics is no longer cooking and sewing, nor merely the broad term—homemaking. The home has opened its doors and stepped into the community, leading the homemaker with it. This means that home economics must be recognized as community making. The work now embodies the spirit of the twentieth century, offering the modern community-maker vast opportunities. These opportunities are based on the home as a social institution or as a community. When we say that home economics is becoming commercialized we do not express the usual terminology; we mean that home economics has stepped out into the broad business world carrying the soundest ideals for community service. Where can the home economics graduate find her position as a community maker?

*Other Occupations*

I have another list of occupations which I wish to suggest as positions for the community maker.

First, there is the welfare worker. A broad knowledge of home economics would help her accomplish the great thing for which she is working—homemaking for the poor.

The dietician's work is community making. There are several opportunities for the dietician. First there may be cafeteria manager. If this work carries out a woman's home economics training she may teach people the fundamentals of food selection. Many cafeterias print for the customer's use a list of balanced menus, what a balanced menu is, and along with the cost of the food may be found a tag giving total calories and protein calories is one serving of that dish.

The tea-room manager has a different problem. The chief charm of a tea-room lies in its personality. And here the home economics graduate has a real opportunity to put into practice her knowledge of decoration as well as her knowledge of foods.

*Tea-Room Management*, a monthly magazine devoted to this subject, says, "Because the personal touch of the tea-room is applied for the most part by women, it provides the nearest approach to the home, in physical ap-



pearance and in the spirit of service which pervades it. These are the elements which are making the tea-room increasingly popular."

The manager of the Satsuma Tea-Room, Nashville, Tennessee, herself a former professor of home economics, considers the tea room business an excellent opportunity to use a real knowledge of home economics. "I think home economics work is growing in business," she says. "Some teaching experience is a valuable asset before going into a business venture and an inexperienced graduate should go in as an assistant before attempting a tea-room on a business foundation."

The institution-manager has a hard position to fill. Often times she does not have enough money to make the work easy, and planning food for large numbers is always hard. For success, the work should be done by a thoroughly trained home economics specialist. Along with her other abilities, the manager must be able to buy skillfully and direct servants.

Another opportunity for the community-maker is work in a foods or clothing laboratory. Textile and foods chemistry, both of which are learned in a good home economics course, are the bases for work in such laboratories.

The position of hostess is one for which the home economics graduate is fitted. She is taught the secret of entertaining, which is essential for a person filling such a position in a large hotel or resort. A hostess must produce the home atmosphere which is pleasing to the guests and secures their patronage.

The position of hostess suggests the shopping agent; many hotels employ such a person. Many women, furthermore, have set up establishments as "Shopping Agents." This work requires an intimate knowledge of textiles, their value and quality; of color schemes; of line in dress; and good taste in selection.

There are the modiste and the milliner, both of which positions offer excellent opportunities for the home economics graduate.

These positions must not be regarded merely as money-making opportunities. All of the positions which I am listing are to be considered the work of the community-maker. To harmonize the principles of thrift and aesthetics is an extensive work for the community maker.

The work of the interior decorator offers an opportunity for the artist in home economics. She must not only have a scientific knowledge of her work, but an eye for color, and the ability to make a home for her customers.

Home demonstration work is certainly the work of the community maker. The agent must organize a series of clubs throughout a county, which will hold the boys, girls, and women of a community together in their work for better homes. Each member of a club is doing some home-making problem. The demonstration agent must be able to help each individual in the work, as well as to set group standards. She must influence her community for better standards of life, and to do this she must be trusted by the people with whom she works. To succeed in this she must be well prepared for her work.

Another opportunity offers itself in newspaper work. Picture the editor of the woman's page—a man of the pink-shirt-and-no-coat cigar-chewing variety. A woman trained in home economics would be able to fill such a position in a more sympathetic and scientific manner than such a man. The woman who wants help from "the woman's page" wants help from an editor who has an honest knowledge of home problems and a real understanding of her problems as a woman. The home economics community maker has a chance for service in this field.

In Cleveland, Ohio, there is a large bank which employs a woman trained in budget making to work in connection with the savings department. Anyone—customer or not—may get help from this bank. The woman trained in household management can offer very practical ideas to the person who does not understand budgets or their use. She will help one with a personal or a family budget and give one scientific facts about how to save. When such positions become



more common our communities may grow in organization from the standpoint of proper home management.

Our grocery stores ought to use home economics graduates. A woman trained in home economics could run a grocery store efficiently as well as serve her community in a large capacity. Housewives often do not know what or how to buy. They find themselves using the same food combinations day after day until homemaking becomes drudgery. A home economics specialist could train the harrassed housewives in menu-making and marketing. The right kind of advertising and window displays would serve a twofold purpose; the store would secure trade in proportion to the service rendered. As the work grew, a rest room and finally classes for the woman "who can't cook or keep accounts" would become a part of the grocery store run on a home economics basis. Here lies a great opportunity for commercialized home economics which would carry out the idea of the community-maker.

This is merely a suggested list of occupations in which the trained home economics graduate may exert her energies for her community. A commercial development of homemaking in the hands of scientists puts such commercialism on a new basis. Above the usual pecuniary interests in commercial life stands that greatest of all opportunities—service for the community. The combination of that mystery, "profit and loss," with the ideal of service leaves nothing to fear in the development of commercial home economics in Virginia.

GRACE HARVEY HEYL.

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#### ECONOMICAL DISTRIBUTION OF TIME AMONG WORDS OF THE SPELLING LESSON

Recent investigations of Thorndike, Buckingham, Ayres, and others, have revealed the fact of the unequal difficulty of words in spelling. They have gone further and used

this fact for the construction of standard tests, scores, and scales for measuring ability in spelling. As has been generally true with the movement toward standardization and scaling, the proponents of this work in spelling have been more concerned with the work of the principal, supervisor and superintendent, than with the work of the teacher. Yet it would seem that the fact of the unequal difficulty of words, which has deserved the attention of such eminent men in the profession, may have some significance for the teacher as well as for the superintendent. Some such reasoning as this, together with the discovery of strikingly poor results in the work that he had just taken up, led the author to undertake the overhauling of the work in spelling. The device given here is one of the results of this work.

Schoolroom experience and experimental study show that any plan for taking account of the unequal difficulty of words in teaching spelling, to be practical and effective, must not take more time than is usually devoted to spelling, and it must be based upon the actual difficulty of the words for a particular class.

With these specifications in mind, the following plan was worked out: On Friday preceding the week in which the words are to be taught, a preliminary test of the words for the week is given. The teacher spells the words back to the pupils. Each pupil corrects his own or another pupil's paper. The pupils are told that they are not to receive a mark on the test, so that there is no motive for cheating. (The examination of a number of sets of papers soon showed that this is true. Such errors as were made, were made in making the count.) When the papers are corrected the teacher asks for a show of hands on "How many missed the first word, *courage*?" The second word, *careful*?" Etc. She records after each word the number of times it was misspelled. Thus the work for the week is outlined. By comparing these figures with the figures of the first row, showing the number of pupils present, the teacher gets some idea of the degree of difficulty of the word; by comparing these figures she gets an accurate notion of the relative difficulty of

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This is a report of work done by the author several years ago when he was principal of the Hart School, Stamford, Connecticut.



the words. This shows that some words may be omitted from instruction, others may be treated lightly, while others should receive the greater part of the attention of the class. In brief the plan shows the teacher how the time of the class should be distributed in each day's lesson. Following the daily lesson a test is given and the errors are entered in the appropriate column. If the teaching has been well distributed, there should be about the same number of errors per word. If a word is misspelled a large number of times it should be carried over to the next day's lesson, and treated as before. On Friday a review of all the words of the week is given, and the number of mistakes are entered as before. Finally, the plan provides for a test after a longer interval of time. The purpose is to determine the frequency with which reviews should occur. The intervals may be varied to suit the grade and class. Intervals of one month and of six weeks were tried.

All of this description will be made clearer by a study of the sample lesson plan and record sheet given below.

TABLE I

## SPELLING PLAN AND RECORD SHEET

*Spelling Plan and Record Sheet. Grade VI,  
Hart School, Helen A. Brown, Teacher.*

No. present	Week of March 14	Preliminary Test Friday	Monday Feb. 14	Tuesday	Wednesday	Thursday	Friday	Review Test March 3
courage	44	12	1	40	40	40	40	43
careful		3	0				0	1
which		1	0				0	0
their		3	1				0	3
there		2	1				1	2
business		10	2				2	1

service	18	1	1	3
servant	16	0	1	1
faithful	19	0	1	1
many	2	0	1	0
friend	7	0	2	0
since	6	0	0	2
explanation	21	4	2	4
attention	16	3	2	2
always	3	0	3	2
write	4	1	0	0
writing	18	2	0	0
once	1	0	0	0
declaration	36	3	1	4
description	20	2	2	10
vacation	20	1	0	3
doctor	17	0	0	2
often	14	0	0	3
automobile	22	5	0	2

The plan shows the number of times each word was misspelled in the preliminary test and the number of errors for each word after the daily lesson, the weekly review on Friday, and the monthly test (without study) four weeks later. There are variations, in daily lessons, in the number of errors per word, of 29 points, between 7 and 36 points. Each word was brought to a high degree of learning as shown in the weekly and daily tests. The monthly test shows a slight decrease in the number of errors, with the exception of *description*. The large number of errors there, 10, may be due to some incidental factor, as misunderstanding the word as pronounced.

*Results in the Use of the Plan*

During two years we experimented with the plan in a general way. The record of achievement is as shown in the following table:

## RESULTS OF AYRES TESTS

Grade	November 4, 1915 St.—88		January 26, 1916 St.—70		April 3, 1916 St.—92		June, 1916 St.—94		December, 1916 St.—84	
	Score	Dev.	Sc.	Dev.	Sc.	Dev.	Sc.	Dev.	Sc.	Dev.
IIIB	15	58	38	32	61	31	75	19*	47	37
IIIA	32	41	41	29	61	31	82	12*	53	31
IVB					67	25*			43	41
IVA	58	30	50	20	84	8			61	21
VB					81	11			59	25
VA	29	37	70	0*	84	8			67	17
VIB					74	18			63	21
VIA	56	32	65	5*	81	11			73	11
VIIB					70	22			69	15
VIIA	74	14	51	19	89	3			77	7
Average		35		18		17				23

St.—Standard; Sc.—Score; Dev.—Deviation; \* indicates results after the plan was followed.



On November 4, 1915, a test of fifty words taken from the Ayres scale was given, to get some notion of our comparative rating in spelling. As shown in the first column of the table, this test revealed a rather deplorable deficiency in spelling achievement. The grades fell from 14 to 58 points below the standards for the grades, with an average deficiency of 35 points. The low scores were not due to poor teaching necessarily. The school was newly organized, and ninety per cent of the pupils were foreign children who had extreme difficulty with English, and who for the most part spoke a foreign language, usually Italian, in their homes. During the next few weeks a study of the spelling conditions were undertaken. It resulted in the elimination of some of the uncommon words from the speller, the suggestion of the plan of teaching and checking here described, and some changes in methods of teaching. The two changes of importance were the first two mentioned. The plan was left open for adoption by the teachers, and two teachers agreed to try it for ten weeks. A second test similar to the first was given on January 26. To the surprise of probably all concerned, the two teachers who used the plan came out far ahead of the rest. As shown by the starred figures in the second column of the table, one teacher reached the standard, and the other fell just 5 points below, while the average of the school was 18 points below the standard. A similar test was given in April before which the IVB teacher had taken up the use of the plan. Then the third grade teachers, who fell furthest below the standard, tried out the plan for the next eight weeks with results indicated under June 1916. The beginning of the term 1916 was delayed because of an epidemic of small pox, and considerable confusion resulted. The spelling test was finally given on December 16. It was found that only two of the teachers had been using the plan consistently from the beginning of school that fall. The results show comparatively substantial gains as compared with the standing of the school a year previous. The average rating had been raised from 35.3 to 22.6 below standard. It is understood of course that the words of the scale were not studied

as such. In the main the prescribed course of study was followed.

While the results of later tests are not as striking as the improvement after the first test in the case of the fifth and sixth grades, where the plan was first used, led us to hope, yet the results seemed to be sufficiently favorable to warrant us to continue our work, and the type of work described above became a common feature of the spelling instruction. The various elements entering into the situation were not sufficiently controlled to warrant calling the work a scientific experiment. It is offered as a suggestive type of procedure that gave positive results in one instance.

W. F. TIDYMAN.

#### AN IMPROVED COMPOSITION SCALE

The appearance of the Hudelson English Composition Scale (First Revision)<sup>1</sup> will be welcomed particularly by teachers of English composition who have already made use of the scale as it appeared in the second volume of the Virginia Education Commission's report on the educational survey of 1919. The Hudelson scale was also published in 1921 by the World Book Company in a fifty-page pamphlet.

The chief defect of the pamphlet and the circumstance which militated against its general use was the arrangement of the sixteen samples in the scale each on a separate page. To use this composition scale, then, it was necessary for the teacher matching compositions to leaf through the book constantly or else depend on his memory of the various samples.

Since one of the chief values of a composition scale for use in scoring compositions is to reduce to a minimum the subjective element in the grade, it appeared to some that the mechanical process of turning pages operated to defeat the purpose for which the composition scale is intended.

In the First Revision, just published, this defect has been cared for by an arrangement

1. World Book Company, Yonkers, New York, 25 cents.



of all sixteen samples on a single sheet which, open, is the size of two sheets of standard type-writer paper. The type has been reduced to eight point.

The publishers have retained a very valuable feature of the earlier pamphlet, thirty sample compositions for practice in rating and a clear statement of how to use the scale and how to train the scorer. A key of median scores of ninety-four judges is appended so that a teacher may first have practice with the sample compositions, then later compare his judgments with these authentic scores.

The fact that eleven of the sixteen sample compositions were written by Virginia children in the first year of high school perhaps makes it especially fitting as a scale for Virginia teachers to employ. One advantage that the Hudelson scale enjoys over Trabue's "Nassau County Supplement of the Hillegas English Composition Scale"—probably the most generally used of composition scales—is that the first eleven samples in the Hudelson scale all deal with the same subject, "The Most Exciting Ride I Ever Had." The five upper samples in the scale are selected from studies by Prof. E. L. Thorndike. Another advantage claimed for the Hudelson scale is that its steps are all equal, the samples thus being valued at 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, 6.0, 6.5, 7.0, 7.5, 8.0, 8.5, 9.0, and 9.5, whereas the steps in the Nassau scale are irregular, advancing from 0 to 1.1, 1.9, 2.8, 3.8, 5.0, 6.0, 7.2, 8.0, to 9.0.

Hudelson's recent contribution to the literature of this subject (*The Twenty-Second Yearbook of the National Society for the Study of Education; English Composition—Its Aims, Methods, and Measurements*) is ample evidence of the careful workmanship which went into the Hudelson English Composition scale. While the "typical composition ability scale" there presented is probably the most reliable English Composition scale now available, it is believed that the scale made from Virginia compositions is as accurate as the "maximal composition ability scale"; and for Virginia teachers it is safe to assert that the Hudelson English Composition Scale in the revised form will give entire satisfaction.

C. T. LOGAN.

## POPULARIZING HEALTH THROUGH HOME ECONOMICS

A wideawake teacher found herself in charge of the Home Economics Department of a high school in a manufacturing town with a population of about thirty-five hundred. The building did not differ widely from the familiar type found in the small community where the factory whistles divide the day into relentless periods and the smoke of tall chimneys modifies the color scheme of existence. Beyond the conventional course in hygiene and biology, there was no equipment for physical education and no provision for such instruction. The effort in this direction was limited to the comparatively brief periods in the fall and spring when there was a more or less successful attempt to carry out the athletic schedule for that particular season. This teacher's achievement in grappling with the situation and demonstrating a health program which opened the way for the enlistment of every department was recently brought to the attention of the American Child Health Association Committee on Scholarships, and is a striking record.

Two factors already existed in the life of the school which could be utilized directly in the working out of a program of health education—athletics and home economics. These features occupied a large place in the interest of the students because of the opportunity offered for self-expression in actual living. Boys know that size and strength help in sports and games. A place on the team, or the winning of a medal or a ribbon is proof of individual achievement and secures the public recognition which is as much relished by a schoolboy as by a politician. To a girl, an appetizing meal planned and cooked by herself offers the satisfaction of immediate utility, and confers skill which can be exercised under the admiring observation of friends and relatives anywhere. The fact that wholesome food and an intelligent observance of certain simple rules of living are as significant to every man, woman and child as they are to the aspiring athlete is commonly ignored in the exigencies of daily life, but when this truth is demonstrated in some impressive way, the athletic coach and the teach-



er of nutrition may join forces for a common purpose far beyond the personal gratification to be won by success on the track or in the mastery of a useful accomplishment. This teacher in the small town high school with its meager equipment was inspired to devise an object lesson which impressed children and parents alike with the significance of the rules of health. Incidentally, in accordance with the principle which guides the advertising man whose shining poster faces sell cakes of soap, the shining faces of children were enlisted to commend the ritual of health.

The fourteen girls in the senior class in nutrition played an important role in the promotion of the health program. It is to be feared that the method used in some contemporary school rooms resembles a certain system of piano technique under which the aspirant memorizes music from the printed page and practices on a dumb keyboard, but quite the opposite scheme was adopted in this nutrition class. The facts were translated immediately into the action for which they were intended and the utmost significance evoked from day to day for the recognition of all observers. Each girl selected a child from six to nine years of age as the subject of her study and concern. When a younger brother or sister was available, the choice was made accordingly. Otherwise, a youthful neighbor was adopted. Thereupon a strict regime was established. Since the relation of a child's weight to his height and age is an index as expressive of his physical well being as the atmospheric barometer is of weather conditions, each child was weighed regularly by his guardian, and the record kept observantly. The children were of various types; some could be considered normal, others were too light or too heavy for their years. Unless there was as much as 15 percent surplusage, excess was regarded as an asset. The rules of health were preached by zealous apostles. Errors in menu were detected and no neglect allowed of the daily pint of milk, the proper ration of cereal, or the patronage of the salutary vegetable. Of course, even among those children who were privileged to feast on the choicest products of the green garden at pleasure, there were many who habitually refused vegetables under the impression that they did

not like them. Bedtime, playtime, bathing and the diligent brushing of teeth were no longer merely matters of family discipline. A contest for excellence was on among the older girls, and the children were exhilarated by their share in so dignified an adventure. There were exciting climaxes when weight and height were recorded and compared with the recognized standard. It was like equaling a world's record or bettering it. The developing weight charts and the improved appearance of the children offered an invincible argument for the regimen of health. Every gratified mother became an advocate of the cause of hygiene.

As would be expected in the circumstances, there was no school physician, but the county Red Cross nurse gave her services in weighing and measuring, and examined eyes, ears and teeth to discover remediable defects. The girls of the nutrition class submitted to as strict a discipline as their young charges, and kept their own and the children's record charts from month to month. Little Alice conquered her fondness for lollipops and won back her rosy cheeks. Dick learned to drink milk and caught up with his normal weight, to the obvious improvement of his temper and classroom behavior.

Meanwhile ingenuity was used throughout the year to arouse the interest of the whole school for the health campaign. The racer may see his goal, but he is helped by the cheers and waving flags along the course. What really stirs us to endeavor is not the cherishing of an ideal, but the beating of a drum. The senior and junior nutrition classes, with necessary help, were placed in charge of the school lunch. They planned the menu and prepared the food themselves as part of their course in cooking. This arrangement afforded almost unlimited opportunity for the application of the principles with which instruction had made them familiar. Each day afforded a chance for a practical exhibit of proper foods in proper combinations. Not only did the girls learn what to serve and the processes of preparation, but they also learned the fuel value of these foods and their cost so that they could provide daily exhibits of menus which told not only what was being offered that day, but the values in



calories of each serving and the cost to the purchaser. Here again was an instance of good advertising for the program of health.

The art classes were enlisted to make posters for the lunch room which tabulated calories and showed in conspicuous colors the important dishes in a wisely chosen bill of fare, while rhymes, epigrams and various inscriptions added emphasis to the idea conveyed in the drawing itself. The fact of home manufacture atoned for artistic crudities.

"Humpty Dumpty had a fall  
Because he wasn't balanced.  
Our salad is—  
Try some."  
"Sing a song of spinach,  
Bran muffins, eggs and milk,  
And you will sing about a boy  
Who feels as fine as silk."

The school lunch room offered an ideal opportunity for developing good food habits and for impressing each child who visited it with the principles of selection which might mean success or failure in after years. Incidentally there were many abiding lessons in thrift through revelation that the most important items of diet are by no means the costly ones.

When spring brought the track season with its epidemic of school and class banners, the suggestions gleaned during the winter could be applied in the field. Lunch room posters announced suitable menus for athletes. The boys were concerned beyond their usual degree of interest, and the psychological moment was seized for talks which aimed at creating the will to observe the rules of health as one would obey the rules of any other game that is played purposefully.

The first year of this experiment in the solution of the problem of health education ended with an awakened and expectant spirit throughout the school. With the opening of another year, a Health Council of students and teachers has begun to function, and the system of weighing and measuring is being extended to all students, with secretaries appointed to keep the records for each group.

The new senior nutrition class with twenty-three members has taken up the project which produced such inspiring results, and the photograph of the long line of girls stand-

ing each with her small charge before her against the background of the frame school house is symbolic of the triumph of youth and the spirit of progress over unpromising material limitations.

### COTTAGE MOTHER'S MEETING

Since the beginning of the kindergarten in Pittsburgh, all engaged in it have been interested in social work. This particular phase of the work seems to be especially needed in the district in which I have been placed. It is situated on the top of one of the many hills of our city. The Czecho-Slovakians have segregated themselves there and are content to live as do the peasants in their native country.

It is almost impossible to persuade these foreign women to attend our mothers' meetings which we hold monthly in the school, so during the past five years we have been holding cottage mothers' meetings in their homes. Few of these families occupy more than two rooms, but the hostess usually takes special delight in making her small quarters attractive for this particular occasion. She drapes all of the furniture with hand work, which is not used at any other time but carefully put away in a drawer, and she decorates the mantel with paper flowers. It is really a great social event in their lives.

The younger women come to the meeting dressed, as far as their means will permit, in modern style, but the older women wear black skirts, dressing sacks, gingham aprons, and their fur-trimmed bed-room slippers. I furnish part of the refreshments and ask them to add some of their Bohemian pastry to the menu.

Our program consists of a short talk on kindergarten methods for training children, a story, hand work, and refreshments.

We try to meet these foreign mothers halfway by showing our appreciation of the things they have to offer America, and by giving them what we have to offer to the foreigner.

I have touched on only one part of our work. I have said nothing about the joy of working with the children, of seeing them



develop as their little minds and hearts reach out in all directions, and find in the kindergarten satisfaction for the longings of their souls. But the kindergarten, in all of its phases, will be discussed at the annual meeting of the International Kindergarten Union of which Miss Ella Ruth Boyce, of Pittsburgh, is president.

This meeting will be held at Minneapolis some time during the month of May, 1924. The Executive Board will meet at Minneapolis December 27 to 29 to arrange a program for this convention.

IDA VAN S. MCKENZIE.

### CO-OPERATIVE MARKETING IN VIRGINIA

#### *A Brief Survey*

Co-operative marketing has many possibilities and purposes. It helps both the producer and the consumer. To the producer it offers adequate storage facilities at all shipping and receiving points. These facilities allow the farmer to store his products and sell them when there is a demand, instead of keeping them on the farm and letting them rot or be bought up by speculators. In the second place, co-operative marketing helps the producer by permitting the farmer to finance his farm without "dumping" his products. When farm products are graded, standardized and stored in good warehouses, they become good collateral. The farmer may obtain loans on his warehouse receipts.

Co-operative organizations supply the farmers with information regarding the world's supply of, and demand for, the products to be sold. Without this information he can only guess whether or not to plant a large or small crop.

Through large scale marketing the association tends to stabilize the price of farm products and prevent cities being built up at the expense of the country.

On the other hand it helps the consumer, first, by eliminating unnecessary duplication of services and costs in distribution (The general idea is that it costs too much to handle farm products from the time they leave the farm until they reach the consumer); second, by permitting the standardization of prod-

ucts, so graded as to meet the desires of the consumer; third, by helping consumers along other lines because it gives the farmer more money to spend in other lines of business.

Co-operative marketing also assists in developing old markets and in forming new ones. It improves the service and gives a proper and effective means of advertising. Farmers are able to buy supplies for the farm through the organization.

A successful organization depends on certain things:

1. A sufficient amount of business must be done to pay for labor.
2. All co-operative principles must be followed.
3. The members must be loyal.
4. The management must be in capable hands.
5. Up-to-date methods must be used.

When these principals and rules are carried out the organization will be a success and a help to the community as a whole.

There are five outstanding co-operative associations in Virginia: The Eastern Shore of Virginia Produce Exchange, The Peanut Exchange, Southwest Virginia Co-operative Exchange, Virginia-Carolina Tobacco Growers Association, and Piedmont Virginia Fruit Growers Association.

#### *The Eastern Shore of Virginia Produce Exchange*

The Eastern Shore of Virginia Produce Exchange, having its general office at Onley, Va., deals only with the produce from the Eastern Shore. This is largely Irish and sweet potatoes. It has one main object, which is "To get for the farmers of the Eastern Shore the utmost possible measure of money returns for their produce."

This association has two prevailing ideas: the first is "to prevent frantic and ruinous competition among the sellers at home, and to stimulate a normal and healthful competition among the buyers abroad. The second idea is to prevent disastrous glutting of any one market and the consequent demoralization of all markets, by an intelligent distribution of our products among all the markets available."

The Eastern Shore of Virginia Produce



Exchange was first organized in 1907 and has been steadily growing. The total sales for the year 1922 were 3,212,150 packages, showing an increase over 1920 of 274,366 packages.

#### *The Peanut Growers Association*

The Peanut Growers Association is a non-profit co-operative association, with its principal office at Norfolk. Its aim is to eliminate speculation and waste and to stabilize food markets in the interest of the growers and the public. This association deals only with peanuts and their by-products.

In October, 1922, during the week of the 10th to the 17th, there was a drive to enlist as many growers as possible for the co-operative association. Heretofore when a grower wished to become a member he paid \$50.00 and became a stockholder. Now he promises to pay a membership fee of \$3.00 when his first peanuts are sold.

The Peanut Growers Association is being reincorporated and reorganized without capital stock, under the 1922 Co-operative Marketing Act of Virginia. This act fosters and encourages the growth of the co-operative marketing organizations. It provides advantages and gives to the civil government the right to enforce contracts.

E. M. DePencier, sales and advertising manager, says: "The Peanut Growers Association offers today the greatest commercial opportunity of the peanut growing business; and its merchandising plan is destined to bring about an unprecedented expansion of the whole peanut industry."

#### *The Southwest Virginia Co-operative Exchange.*

The Southwest Virginia Co-operative Exchange has its principal office at Rural Retreat, Wythe County. This association encourages a better and larger production of cabbage, potatoes and rutabagas. It also provides better facilities through which the products may be grown, harvested, cleaned, graded, sized, sacked, packed, stored, advertised, and sold. During the first year, in 1921, the Exchange only took the responsibility for marketing cabbage, but it also handled apples and a few other vegetables.

During the year 1922 there was a total of

603 cars of vegetables and fruits shipped. Of these there were 412 cars of crated cabbage, 21 of bulk cabbage, 113 of cabbage, potatoes, rutabagas and apples, 34 of potatoes, 6 of rutabagas, and 17 of apples.

Besides the above shipments there were 427,890 pounds of cabbage sold to the local kraut factories and 889 crates of cabbage, 62 bags of potatoes, and 14 barrels of apples shipped by local freight.

The total receipts from the fruits and vegetables for the whole year was \$122,924. Of this amount \$102,995 was paid the growers for their products sold; \$2,633.83 was not spent. The remainder of the money was spent on improvements, agencies' charges, and general expenses.

The above figures show the amount of business done by the Southwest Virginia Co-operative Exchange in the second year of its growth. This is a great increase over the first year and it is hoped that the corporation will grow to include the marketing of other vegetables and fruits to as great an extent as it now markets its chief product, cabbage.

#### *Virginia-Carolina Tobacco Growers Association.*

The Tobacco Growers Co-operative Association is an organization of North and South Carolina and Virginia. Oliver J. Sands, executive manager of the association, says: "This co-operative system is founded upon righteous principles, organized and operated along proven lines by conservative and experienced men and therefore must succeed."

Out of the 80,000 members of the association 32,000 are Virginians. There are 28 tobacco growing counties in Virginia and in October, 1922, there was a campaign and a series of enthusiastic meetings to make Virginia a 100% co-operative state.

In Virginia there are thirty-four tobacco markets, twenty of which are exclusively for bright tobacco. These include Danville, South Boston, Critz, Rocky Mount, Martinsville, Chatham, Gretna, Clover, Virgilina, Clarksville, Chase City, Emporia, Lawrenceville, Keysville, Rice, Burkeville, Kenbridge, South Hill, Alta Vista, Alberta, and McKinney.



The markets handling the dark tobacco are Lynchburg, Bedford, Arrington, Appomattox, Farmville, Phoenix, Dillwyn, Ashland, and Milford.

All of these markets open sometime in October or November. In 1922 eighteen markets were opened on November 1; some others opened a little later, and a few the last of October.

*Piedmont Virginia Fruit Growers Association.*

The Piedmont Virginia Fruit Growers Association has just been organized. It has its main office at Charlottesville, Va., with Mr. C. E. Merrifield as business manager. The aim of this organization up to the present time has been to induce growers to improve their products and to keep the growers and buyers in touch with each other. In another year this association expects to get into the actual marketing of the fruit grown in Piedmont Virginia.

In time this association will grow and develop and help the members produce a larger and better crop, and offer better methods of producing and marketing their fruit.

Co-operative associations, as we think of them, are a recent thing in this country, but in reality they are nearly a century old. They were first started in the latter part of the eighteenth century and the first part of the nineteenth. It was at this time that the farmers first felt the need for organized effort. This need was due probably to the fact that the first part of the nineteenth century marked a period of rapid development along agricultural lines. In 1850 there was an attempt at co-operative buying and selling, but all attempts were shattered by the Civil War.

At the close of the Civil War co-operative associations were again started in the middle west and these have spread all over the United States, especially in the agricultural states.

Co-operative associations at the present time may be classified under two heads: first, capital stock companies and second, co-operative organizations without stock. The term "non-cooperative capital stock company" is sometimes used because an organization may be a capital stock company and still be operated co-operatively. This sort of company

distributes its profits according to the amount of stock invested.

In the real co-operative association each member has one vote and the financial interest is limited to the single members and the amount of business done through the organization. Companies of this sort usually charge a membership fee or else they may borrow the money necessary to run the organization until the produce is sold.

There are certain laws, both Federal and State, which regulate the organization of co-operative associations. For this reason it is necessary to distinguish between the stock and the non-stock companies. Before any state laws are made attention must be given to the Clayton Amendment of the United States Anti-Trust Laws. Section 6 of this amendment has a direct bearing on farmers' organizations. It reads as follows: "That the labor of a human is not a commodity or article of commerce. Nothing contained in the anti-trust laws shall be construed to forbid the existence and operation of labor, agricultural or horticultural organizations instituted for the purpose of mutual help, and not having capital stock or conducted for profit, or to forbid or restrain individual members of such organizations from lawfully carrying out the legitimate objects thereof; nor shall such organizations, or the members thereof be held or construed to be illegal combinations in restraint of trade, under the anti-trust laws."

There are sixteen states having their own laws regarding the organization of these associations. The Virginia law has for its scope any agricultural, dairy, mercantile, manufacturing, or mechanical business. Each member is allowed only one vote and voting by mail is permitted only when accompanied by a copy of the question. The word "co-operative" cannot be used as a part of the name unless the organization was formed before this act was passed.

Besides the State and Federal laws each organization has its own constitution and by-laws. These by-laws cover more than the few well known rules. It should take in the whole working plan of the organization. The by-laws in each case have to be worked out carefully to meet the requirements of each locality.

SADIE RICH.



## THE VIRGINIA TEACHER

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Manuscripts offered for publication from those interested in our state educational problems should be addressed to the Editor of The Virginia Teacher, State Normal School, Harrisonburg, Virginia.

## EDUCATIONAL COMMENT

### EXTENDING THE TEACHER'S TENURE

WE need more teachers and better ones. On this point all the warring factions in the educational field are agreed. And the supply, in the country as a whole, is not responding to the need. In rich states like New York most teaching positions can be filled. But they can be filled only through the robbery of poorer states. This is made beautifully clear by an article in the December number of American Education contributed by Dean John W. Withers of New York University.

There are in New York state 60,000 teachers. Their average tenure is seven years; consequently 8,000 new teachers must be enlisted annually to keep the ranks full. The number of school children is increasing rapidly. Every year 1,500 teachers are needed to take care of the increase. To provide the 9,500 new teachers needed, 10,000 high school graduates must enroll in the normal schools. The high schools graduate about 24,000 a year, of whom 9,600 have trained themselves for commercial pursuits. Of the remaining 14,400 more than 4,400 go on to college, leaving less than the requisite ten thousand for the normal schools. Everyone knows however that nothing like one hundred per cent of this remainder will enroll in the normal school. Dean Withers does not supply an estimate on this point. We should

doubt that the percentage would run above fifty or sixty.

The state faces a shortage of teachers. It is dependent even now on teachers imported from outside, and with the advance of teaching standards elsewhere this resource becomes more and more precarious. Where then, shall we turn for a remedy? Plainly we cannot count on persuading more young men and women to go into teaching by the mere publication of our need for them.

Moreover, even if it were practicable to increase the number of recruits to the teaching profession, there would remain unsolved serious problems of economy and efficiency. It takes seven years to make a teacher, counting both the four-year high school course and the three years of normal training. Seven years of preparation for a profession to be exercised for only seven years represents a heavy cost both to the state and to the individual. Nor can the best educational results be expected so long as the average professional life is so short. In ordinary business, although most operations follow a simple routine, it takes a considerable time, sometimes months before a new employee is worth his wages. In view of the complexity and subtlety of the work of the teacher, it must take much longer to attain to full efficiency. In industry the efficiency of an employee begins to run down as soon as he begins to plan on a change in employment. The same must be true of the teacher. As Dr. Withers recognizes, the way of reform is through measures that will extend the tenure.

Why do teachers abandon their profession in such disastrously large numbers? Partly because the profession is relatively underpaid; partly because politics and bureaucracy take the savor out of the work. But the chief reason is that most of them are young women and persist in marrying. It is no longer true that marriage automatically throws a woman teacher out of her profession. But the indirect effects of the old anti-feminist rule hangs on. The teacher who continues her employment after marriage is often the subject of adverse public opinion, openly expressed. Having a man to support her, why does she not step out and give an unmarried woman a chance? Or has she perhaps taken for husband a poor thing who can't support her? A similar public opinion is playing upon the hus-



band. If it is defied, it grows stronger with time. Suppose the married teacher does not have children: plainly she is avoiding motherhood in order to continue with her profession. She is sacrificing her true mission, her highest duty to the state, etc. Or if she has children and still manifests a desire to return finally to the teaching profession, she is held to be a most egoistic and discontented person.

We do not believe that any woman should sacrifice motherhood to her profession, nor the joys and responsibilities of devoting herself exclusively to the care of her own children, so long as they need her. It is the husk of superstition that envelops the sound kernel of maternity and child rearing that does the mischief. Of the teachers who marry, a considerable percentage, probably not less than fifteen will never have children, however much they may desire them. Of the rest the majority will have only one, two, or three children, who will rapidly grow up and be taken over by the schools for the chief part of their care and training. If the household can afford it, some ten or fifteen years of a mother's time can most profitably be given up mainly to the care of her children. But ten or fifteen years out of the period from twenty-five to sixty-five—and nobody has any business to seek the chimney corner before sixty-five—leave twenty-five or thirty years to be disposed of. What sense is there, really, in making a relatively brief period of domestic preoccupation serve as a permanent bar to the exercise of the teacher's profession?

It will be said that after ten or fifteen years of rusting a woman is no longer competent to resume the work of teaching. This conception of motherhood as a state of rusting is hardly worth discussion. Any mother who has really taken a professional attitude toward her former work of teaching will find it entirely practicable to keep track of the larger movements in education. She would be pretty sure to do so if she expected to return to the profession. She is certainly losing nothing of her interest in children and her understanding of them—after all, the most important part of the teacher's equipment. No doubt she forgets many of the old tricks of the trade and fails to acquire the new tricks as they emerge. But there is no insuperable obstacle to the devising of short courses in

trade rehabilitation, when the public and the individual recognize the need.

We are aware that many school administrators would be violently opposed to the restoration of women to the teaching profession after a long interval devoted to domestic life. Such women would be difficult to discipline. They would feel too independent. They should not take the business of filling out report cards as seriously as they should. They would question too often the wisdom of instructions handed down from above. We recognize these difficulties, and agree that the reform we are urging might make the schools run less smoothly. But smoothly running schools are not exactly the highest desideratum. A large infusion of teachers of intellectual maturity would offer a factor of resistance to the bureaucratic tendencies that always threaten to turn a public service into a soulless machine. Such a factor is needed in every public service, but most of all in the schools.

Dr. Withers suggests as the best means of lengthening the average tenure of school teachers the substitution of men teachers for women. That would be the easiest way, if finances permitted. The end can, however, be attained as surely, and with much greater gain to society at large, through the simple abandonment of the obsolescent view that a woman should, on marrying, make herself dependant for her living on her husband's earning power. Motherhood, we grant, has claims superior to those of any profession, however worthy. But for a woman to abandon a dignified and useful profession merely in formal acknowledgement of the husband's ancient claim upon all his wife's time is a shirking of paramount social obligations that the modern world can not tolerate indefinitely.—*The New Republic*.

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#### WILL YOUR SCHOOL BE REPRESENTED AT CHICAGO?

Once each year the superintendents of schools of the United States gather in the great winter meeting of the Department of Superintendence. In February they will meet in Chicago. It is within a single night's journey for over half of America's educational workers. A remarkable group of



programs will cover a wide range of school topics. Numerous section meetings will give opportunity for specific and intimate discussion of problems in the several administrative fields. Inspiring general sessions in the Auditorium Theater will be addressed by recognized leaders of educational thought.

Modern school systems need precise knowledge of facts, educational and financial. Research Bureaus, with highly trained personnel, have been organized to meet this demand. A valuable feature at Chicago will be an exhibit prepared by the Division of Research of the National Education Association, assisted by the Research Bureaus of many cities. It will include material gathered in a nationwide study of present curriculum practice.

School equipment, books, and supplies cost the nation about \$65,000,000 annually. By a visit to the exhibits arranged by leading manufacturers, the visitor may become acquainted with the latest improvements in the material things which a school must have. Unwise selection of a single item of furniture for a new school building may cost several times the price of the convention trip.

No school can fully meet its obligation to the children, the community and the Nation, unless its administrative officers are in touch with progress in modern education. To this end the meeting of the Department of Superintendence offers exceptional opportunities. May we earnestly inquire of every Board of Education, Can your school afford not to be represented.—*N. E. A. Press Service.*

#### GOVERNMENT BULLETIN ON VIRGINIA CO-OPERATIVE EDUCATION ASSOCIATION

**A**N organization of 50,000 enthusiastic citizens, recruited from every section of the state, all working in close co-operation with various agencies for better school conditions and community improvement, is described in the bulletin "The Education Association of Virginia," just issued by the Department of the Interior through the Bureau of Education.

The organization has for its basic principle a larger, nobler and better type of citizenship. It crystallizes public sentiment for better schools, better health, better highways, and improved home and farm conditions.

The work of the association is carried on

largely through community leagues. These leagues have county federations, and the district organizations are made up of counties. The school boys and girls are organized into junior community leagues, which train the children through service to their school and neighborhood during school days to meet the opportunities and responsibilities of full citizenship which will be theirs later as men and women. There are now over 300 junior leagues in the state with an approximate membership of 18,000.

The association organized and conducted the first educational conference in Virginia; it was the first agency in the state to raise its voice in the interest of compulsory education, says the bulletin. The farm demonstration work was brought to Virginia through the efforts of the association, as was the work under the women demonstration agents. The first State Rural Life Conference of its kind ever held south of the Potomac River was called in 1921 through the suggestion of the association. At the request of the State Council of Rural Agencies the association has brought together for conference and co-operation representatives from the county-wide agencies, such as the heads of educational, health, highway and child welfare departments, ministerial associations, community leagues, junior community leagues, Red Cross, schools and colleges, Y. M. C. A., farm organizations, county and home demonstration agents, bankers, and selected representative citizens.

The awakening of community life in Virginia, according to the bulletin, has so taken hold of the people that it is impossible to overestimate the value of this association as a material and spiritual asset to the commonwealth.

So comprehensive is their platform and so satisfactory the response, it is not surprising that the work has attracted attention beyond the borders of the state. The late Franklin K. Lane, while Secretary of the Interior, Dr. W. S. Learned of the Carnegie Foundation, Chief Justice Taft, State Governors, and others have expressed their hearty approval and appreciation.

The movement is supported by a legislative appropriation from the State of Virginia, a grant from the Carnegie Corporation, and by public spirited citizens.

In 1922 the association included 1,675



leagues with a membership of 48,865, and \$253,198 was raised during the year for local improvements. They publish a regular monthly magazine entitled "The Community League News," with a circulation of 5,000 copies each month.

### WORLD PEACE THROUGH EDUCATION.

#### \$25,000 Award for Best Plan

A gentleman who wishes his name withheld has given the World Federation of Education Associations twenty-five thousand dollars to be used as an award for the best plan which will bring to the world the greatest security from war. The donor of this generous gift watched the proceedings of the World Conference on Education, which met in San Francisco in June, 1923, and believing that lasting peace can come only through education, he desires to encourage a movement calculated to promote friendliness among the nations.

*The World Federation of Education Associations*—The world Federation gratefully acknowledges this generous gift to be used in furthering the world's greatest cause and accepts the offer in the spirit which actuates the giver. The Federation joins the donor in the belief that such a reformation as the award is to promote must await the longer processes of education. It also accepts the belief that textbook materials and teaching attitudes are all essential and any plan proposed must have as its principal object the bringing about of better understanding between nations with the elimination of hatreds both racial and national.

*The Peace Plan*—A plan of education calculated to produce world amity is desired. There is a distinct difference between this plan and the one called for by that distinguished citizen and generous donor, Mr. Edward Bok, inasmuch as this contest calls for a world-wide program of education which will promote the peace of the world. The contest is likewise world-wide and open to interested persons of all countries. The plan does not call for legislative action unless necessary to back up new and fundamental processes. It is the conviction of the giver and of the Federation that universal peace must

have universal application and must begin with unprejudiced childhood. We desire also to create a world-wide thinking on the subject of the Golden Rule as applied to international contacts and to produce a psychology or "world mindedness" such as will support any system of diplomacy or any functioning of the state.

#### *Rules of the Contest*

1. All manuscripts must be in typewritten form with sufficient margin for the notes of the examiners.

2. The Commission on Award reserves the right to reject such manuscripts as it may desire.

3. The plan should contain a clear, concise set-up of not to exceed 2,500 words, with not more than an equal number of words in argument or clarifying statements.

4. Manuscripts will not be returned. The Federation reserves the right to retain for such use as it may see fit all plans submitted.

5. Only one plan may be submitted by one person or organization, and no person who is a member of an organization which submits a plan shall be allowed to participate further in the contest.

6. In order to secure impartial decision manuscripts should be unmarked, but should be accompanied by a plain sealed envelope unmarked, in which shall be given the author's name and address, so that in case of acceptance the award may be mailed to the proper person. Any identifying marks on the manuscript will render the sender ineligible to compete.

Plans must be submitted to Augustus O. Thomas, President of the World Federation of Education Associations, Augusta, Maine, U. S. A., bearing postmark not later than July 1, 1924.

8. Twelve thousand five hundred dollars of the award will be given when the plan is accepted and \$12,500 when the plan is inaugurated.—*N. E. A. Press Service.*

### THE VISITING TEACHER

"What the school can do—and do far more efficiently than any other agency—is to become a center through which medical and social problems are wisely referred to the agencies in the communities best fitted to deal with them. The link in the system is the visiting teacher who is needed both for social investigation and co-ordinating the problem offered by the child with the social resources of the city."—Dr. Helen T. Wooley.



COOLIDGE FAVORS EDUCATION  
DEPARTMENT

The establishment of a Department of Education with a Secretary in the President's Cabinet has been proposed and opposed during so many years that one hardly knows whether or not to take fresh hope from President Coolidge's reference to the subject in his recent message. Implicit in the statement seems to be agreement with President Harding's plan for a Department of Education and Welfare.

President Coolidge said: "Having in mind that education is peculiarly a local problem, and that it should always be pursued with the largest freedom of choice by students and parents, nevertheless, the Federal Government might well give the benefit of its counsel and encouragement more freely in this direction. If anyone doubts the need of concerted action by the States of the Nation for this purpose, it is only necessary to consider the appalling figures of illiteracy representing a condition which does not vary much in all parts of the Union. I do not favor the making of appropriations from the National Treasury to be expended directly on local education, but I do consider it a fundamental requirement of national activity which, accompanied by allied subjects of welfare, is worthy of a separate department and a place in the Cabinet. The humanitarian side of government should not be repressed, but should be cultivated.

"Mere intelligence, however, is not enough. Enlightenment must be accompanied by that moral power which is the product of the home and of religion. Real education and true welfare for the people rest inevitably on this foundation, which the Government can approve and commend, but which the people themselves must create.

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"Because our minds are absorbed and filled with far less important interests—of the market place and of the senate—we have neither time nor space, in our little thoughts, to grasp the stupendous import of the wise education of the young.—Charles A. McMur-ray, George Peabody College for Teachers.

THE EDUCATIONAL SERVICE OF  
THE LIBRARY

Ignorance is the menace of civilization. If America continues to grow the minds of her people must grow. And the schools alone cannot satisfy this need for continuing the intellectual growth of American citizens. In America today, 85 per cent. of the boys and girls are in school until the age of 18. Then what happens? A scanty few go on to college or university and the others do not. Is this the end of their education then? Must their mental growth cease when the school doors close behind them?

There must be some way out. Some way to continue the educational growth of American Citizens. And there is a way. That way is the public library. It is America's continuation school. It is the most democratic of American educational institutions. It is free to every person,—color or race, nationality or creed—make no difference. It is free to every person who wishes to read, and who is willing to read. If the schools will only teach the reading habit, the library will educate the world for the public library of America is free to every new idea, free to every fresh point of view; nothing is barred because it is new or radical or different. The public library is free from party politics; it is free from religious intolerance and prejudice. The public library provides information on all sides of every important question—so far as its funds will allow.

The citizen has his duty toward the library. First of all he should encourage larger appropriations of funds. Too many people are being turned away because there are not enough copies of certain books to supply the demand, or not enough money to buy all the books that should be on the shelves. More than half the people of the United States do not have library facilities of any kind. The educational facilities of the library have not been recognized as they should be; with that recognition will come greater service.

Democratic as the library is, its service should be greatly extended. The librarians should be prepared to give more service, more encouragement and sympathy to their patrons, whether to help the half literate foreigner or the scholar. The public should be made to see that the library is a continuation school.



While the library is useful and helpful, it has still not reached its maximum of helpfulness or usefulness and it cannot do so until the people themselves realize what it has to give them.

WILLIAM ALLEN WHITE.

A LETTER FROM THE PRESIDENT  
OF THE NATIONAL EDUCA-  
TION ASSOCIATION.

*To State Directors of the National Educa-  
tion Association—*

Will you help me make a dream come true? It is my dream, but I am hoping it may prove to be a big vision for every teacher who comes to the Washington meeting of the N. E. A. and that it will demonstrate the teacher's high ideals to all his fellow-countrymen.

This is my dream—

The closing day of the convention happens to be the Fourth of July. We want the whole week's work to build up towards a culmination in certain acts of patriotic service by the teachers of America in the Capital of their country and on its birthday. Washington and the country around it have many places which are really shrines of patriotic interest. To these places the teachers will go in groups according to tickets they have previously procured. At each place a brief patriotic program will be given and some specially appropriate tribute will be rendered.

I am calling these visits to the American shrines around Washington, "Patriotic Pilgrimages." In order to arrange the program and manage the details for each Patriotic Pilgrimage committees will be needed.

We plan to have a separate committee for each place. Each committee is to be small and is to consist of a teacher from the Washington city schools, a teacher selected from some state having some historical or geographical connection with the place itself, and teachers from at least two other states. It is in the selection of these committees that I need your help.

The list of the proposed Patriotic Pilgrim-

ages together with the state from which one person has already been selected follows:

1. Lincoln Memorial—Kentucky.
2. Grave of Unknown Soldier—New York.
3. Washington's Tomb at Mt. Vernon—Virginia.
4. White House—Ohio.
5. Capital—Iowa.
6. Washington Monument—Washington.
7. Jefferson's Home at Monticello—Virginia.
8. Yorktown—Virginia.
9. Jamestown—Virginia.
10. Williamsburg—Virginia.
11. Fortress Monroe—Nebraska.
12. St. Johns Church, Richmond—Virginia.
13. St. Pauls Church, Norfolk—Virginia.
14. Fort McHenry—Maryland.
15. Annapolis—Maryland.
16. Gettysburg—Pennsylvania.
17. Lee Monument at Lexington—Virginia.
18. Red Cross Building—Massachusetts.
19. Wilson's Home—New Jersey.
20. D. A. R. Hall—Connecticut.
21. Pan American Building—Texas.
22. Walter Reed Memorial Hospital—Virginia.
23. Hampton Normal and Industrial School—Virginia.

To each of the representatives of states mentioned it is desired to add representatives of two more states besides a teacher from the Washington schools.

1. If your state is not named in the foregoing list, please indicate three (3) Patriotic Pilgrimage Committees in which you would like your State to be represented. If your state is named, please indicate two (2) other Patriotic Pilgrimage Committees.

2. Please give names of three persons of any rank or grade in your school system, who will attend the Washington meeting of the N. E. A. and who will serve on the committees selected or indicated for your state. Please let me suggest that I hope you will name people whose enthusiasm and energy will help make the dream come true.

3. Please give this plan of Patriotic Pilgrimages all possible publicity in your state



so that teachers will understand its aims and ideals and will come to Washington to help make this unique Fourth of July celebration a success. For this purpose you may publish this letter if you wish.

Thanking you most heartily for your cooperation, I am

Sincerely yours,

OLIVE M. JONES  
President.

### "COLDS" IN SCHOOL CHILDREN

The ordinary "cold" or coryza, has not received adequate consideration. Too often it is deemed merely an inconvenience or an uncomfortable nuisance. At the Lincoln School of New York City more days were lost by pupils with colds than from all other causes combined, and this probably represents the general school experience. The serious complications such as inflammations of the middle ear, of the various sinuses, and of the glands, that may arise from a cold make it sound policy to protect children from unnecessary exposure to this disease.

Parents are constantly importuned by educational authorities to send their children to school lest they fall behind in their work; minor ailments are ignored. Even the medical profession is inclined to underestimate the seriousness of colds, and, in the absence of complications, to permit children to attend school regularly. There can be no doubt, however, that the ideal medical position is to advocate absence from school far more frequently than is now the practice. The mere fact that we know so little about coryza indicates the importance of giving it more thoughtful attention. It is a condition that does not induce much immunity; indeed, it appears to reduce individual resistance to various infections. Our knowledge of the microbic causes of colds is still unsettled and the results of treatment vaccines, either to prevent or to cure the disease, are as yet most inconclusive. Until we have much more definite and satisfactory knowledge of these matters the wise plan is to keep children with colds out of school. They are a serious factor in the illness and mortality of children of school age. This will be more difficult

in public schools than in private institutions, but should be urged by every physician.

—HYGEIA.

### CURRENT EDUCATIONAL PUBLICATIONS

SPECIMENS OF BIBLICAL LITERATURE, by James Muilenburg. New York: Thomas Y. Crowell Company. 1923.

A LITERARY GUIDE TO THE BIBLE, by Laura H. Wild. New York: George H. Doran Company. 1922.

Designed for use in school or college, Mr. Muilenburg's book attempts to indicate the main literary types that are to be found in the Bible and then gives selections from each type with notes, suggestive readings, theme subjects, a brief bibliography (rather inadequate), and a glossary with the pronunciation of difficult names. The various types given are as follows: Narrative, including history, short story, parable, and fable; poetry, lyric and dramatic; reflection (proverbs); essay; prophecy, including rhapsody, invective, emblem, satire, lament, dramatic prose; gospel; oratory; and letters. Although some critics may object that the drama, the essay, and the short story are modern types of which the ancient Hebrews were totally ignorant, it may prove a pleasant and profitable task to select and compare those passages from the Bible which approximate to modern literary categories. The selections, on the whole, are well made and well arranged. The editor wisely avoiding all controversial questions has produced a book that may safely be used in any school or college.

Unlike Mr. Muilenburg's book, Miss Wild's contains no selections, but like his it seeks to make a classification into literary types, and her classification agrees in the main with his. It is surprising, however, to discover that in neither book are the fine rolling periods in Deuteronomy, with their alternation of passionate pleading and stern denunciation, included among the examples of Biblical oratory.

"There is need just now," declares Miss Wild in her Introduction, "for a text-book for the beginner in the study of the English Bible which will help him so to realize the art and beauty of Biblical literature that he can read it along with other world masterpieces and



understand its excellencies clearly and intelligently."

Studied for generations as a single literary unit, altogether unique in conception and treatment, held to be "inspired" *literatim et seriatim*, the Bible became a sort of fetish in former generations, set apart by a great gap from secular writing and having no analogues and no literary relationships. As a consequence, the human qualities in this great collection of sacred books have been obscured and its vital appeal has in recent years been weakened. With two such books as these of Mr. Muilenburg and Miss Wild the teacher will find a new method of approach which, without lessening the spiritual appeal, will help to vitalize and humanize the stories and characters of the Bible and relate them more nearly to modern life and modern ways of thinking.

Tulane University. JOHN M. MCBRYDE,

### OTHER BOOKS OF INTEREST

WHERE OUR HISTORY WAS MADE, by John T. Farris. New York: Silver Burdett and Co. 1923. Pp. 326.

A charmingly written and illustrated book. As a supplementary reader it will be very effective.

LES TROIS MOUSQUETAIRES, by Alexandre Dumas. Edited by Victor E. Francois. Boston: Allyn and Bacon. 1923. Pp. 237. \$.80.

THE PHONETIC CHARDENAL, by C. A. Chardenal. Revised by Mars S. Brooks. Boston: Allyn and Bacon. 1923. Pp. 521. \$1.60.

A revision of a well-known textbook in which phonetic symbols are now employed.

PARIS PITTORESQUE, by Jean Leeman. Boston: Allyn and Bacon. 1923. Pp. 197. \$1.20. Well illustrated.

LIPPINCOTT'S HORN-ASHBAUGH SPELLING BOOK, by Ernest Horn and Ernest J. Ashbaugh. Philadelphia: J. B. Lippincott Company. 1920.

A concise set of rules has been added for the benefit of those who insist on having them. Otherwise identical with the original edition. An excellent speller, too.

SHEET-METAL WORK, by Marion S. Trew and Vernie A. Bird. Peoria, Illinois. The Manual Arts Press. 1923. Pp. 64. 85 cents.

PRACTICAL MAP EXERCISES IN GENERAL HISTORY and IN ENGLISH HISTORY, both by R. C. Willard and Edward K. Robinson. Boston: Ginn and Company. 1923. Each, 56 cents.

A convenient and practical device for map tracing. Substantially bound.

## NOTES OF THE SCHOOL AND ITS ALUMNAE

### INKLINGS

Mrs. Varner seems to have a fixed policy of brightening up the corner where you are, as the song puts it. The November birth-days—thirty-seven of 'em—were all celebrated at a fine party in the dining-room the evening of Saturday, November 17. The November girls were seated at a special table in the center of the dining-room and entered together to the lyric greeting of the student-body singing "Happy Birthday To You." Betty Cleaves presided and called for toasts from Louise Sheppe, Genevieve Brett, Leland Sutherland, Elizabeth Buchanan, and Helen Gardner. There were pleasing responses from Professor W. B. Varner, of Bridgewater College, Mrs. Varner, and Miss Turner. December girls are now eagerly waiting for an announcement, for Mrs. Varner plans to have a birthday party each month.

The quarterly dance was held Saturday night, November 24, with almost two hundred young men in attendance. With the girls in an inner circle, the evening's visitors went the rounds until everyone had met everyone; and there followed a merry evening which ended, much to everyone's regret, before the clock struck twelve. In the receiving line were Mildred Morecock, president of the Blue-Stone Cotillion Club, Dorothy Mayes, representing the student-body, Mrs. Varner, and President and Mrs. Duke.

Another cheerful occasion was the Thanksgiving dinner to which members of the faculty and their families were invited. About half of the student-body was away over the week-end, but the more than two hundred and fifty who remained felt repaid. After dinner, a short Thanksgiving service was held in Sheldon Hall, when Rev. W. W. Hamilton, Jr., of the Harrisonburg Baptist Church spoke on the relation of "think" and "thank." Later, there were games and fun in the reception room of Alumnae Hall, with a big log fire to make things cosy.

There has been a feast of good music this fall. Reinald Werrenrath, of course, was the trump card; his concert here was possible through the joint support of the Harrisonburg Music Lovers Club and the State Nor-



mal School. Charles Wakefield Cadman, well-known composer of Indian melodies, gave a lecture-recital which was much enjoyed because of the singing of the Indian Tsianina; the Russian Cathedral Sextette was an exceeding treat with its basso profundo (very) and its tenor naive (most) and its announcer—whose name was Wilhelm. A piano concert by Robert Schmidt, of Mary Baldwin Seminary, given as one of the monthly entertainments of the Music Lovers Club, was also attended by a large number of Normal School students.—There have also been interesting class recitals by students of Miss Shaeffer, Miss Hoffman, and Miss Furlow.

The fall has been well sprinkled with athletic events. To begin with, there was the New-Girl—Old-Girl game of basketball on October 14, won by the Old Girls 36 to 19. The "Degrees" met and vanquished the "Post Graduates" the evening of November 15, the score being 17 to 12. It was a tight game, and sister classes backed up the teams enthusiastically. A "Graduate" team picked from the combined classes next met, on November 23, the "Junior" team, but this time the youngsters won out, 31 to 10. On December 5 the "Graduates" once more took the floor, this time against the "Seniors", who must have carried the rabbit's foot over from their warren, for the score was in their favor, 35 to 15. The culminating game of the inter-class series was played December 15, when the mantle of victory fell upon the Juniors. The score was 21 to 19.

But Mrs. Johnston drove her team in tandem formation during the fall. In addition to basketball games, there was a series of hockey games which brought to every section of every class an opportunity to disport on the hockey field. Match games were played every Saturday until gradually the best and strongest players had been selected for a final contest on November 24 between Juniors and Seniors. On this gala occasion there was fine organized rooting, and colors floated in the breeze: the red and white on one side, the green and white on the other. During the first half neither side scored, but in a thrilling second half the score went to 3 to 1, with the Juniors triumphant.

At Richmond during Thanksgiving Week the usual Virginia Educational Conference

was held, and a number of faculty members were in attendance. President Duke spoke before several section meetings, among them The Trustees Association, where his subject was "How Educational Progress can be Wrought in Virginia." Dr. H. A. Converse addressed the Mathematics Section on "The Relation of Mathematics to other Sciences," and was elected chairman of this section for the ensuing year. Miss Portia Boddie, Kindergarten supervisor was elected chairman of the Primary-Kindergarten Section for the year. Both she and Miss Marie Alexander, third grade supervisor, read papers before this section, Miss Boddie on "Learning Through Activities," and Miss Alexander on "The Progress Book as a Means of Stimulating Growth." Mrs. P. P. Moody spoke before the Home Economics Section on "Principles of Cooking Taught Through the Preparation of food."—Coming also during Thanksgiving Week was the annual meeting of the National Council of Teachers of English, held in Detroit. This meeting was attended by Mr. C. T. Logan.

In this totally inadequate summary of all the "goings-on" at Blue-Stone Hill during the fall, there has been no mention of many events that deserve much more than passing reference. At assembly there have been "weeks" to celebrate: Children's Book Week, American Education Week, and Health Week. Clubs have presented programs; faculty members have made talks and "speeches;" ministers of the city have been invited to conduct devotional exercises and to speak; visiting educators have spoken either entertainingly, or informingly, or both.

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Do you believe in your profession? Then help make it a profession. This is a day of organization. By organization ideals are created; programs framed; and campaigns waged and won. Mere numbers add tremendous strength. The annual dues paid by one person are insignificant, but think of the sum available for the betterment of American education if every teacher in this country belonged to the National Education Association. Join now! Headquarters: 1201 Sixteenth Street, Northwest, Washington, D. C.



## STANDARDS FOR CLUBS AT H. N. S.

New requirements, drawn up by the Presidents' Council at the suggestion of the Student Government President, have been approved by the Administrative Council, and have gone into operation. They will limit the number of clubs in the student body by setting up definite standards for each existing club. Hereafter, therefore, each club at Harrisonburg will be an active club performing some function in the student body. The standards are as follows:

- I. Constitution
  - A. Purpose
  - B. Membership (minimum number 20).
  - C. Officers — President, Vice-president, Secretary, Treasurer.
  - D. Duties of officers.
  - E. Meetings
    - a. One regular meeting each month.
  - F. Dues.
    - a. Must be kept as low as possible.
- II. Requirements
  - A. At least one program at chapel during the year. (Except Tennis Clubs).
  - B. Some form of program at each meeting. (These may be examined by the Presidents' Council).
  - C. Special for Tennis Clubs.
    - a. Two big tournaments each year, one in the fall and one in the spring.

## DIRECTORY OF STUDENT OFFICERS, FALL QUARTER

## STUDENT GOVERNMENT ASSOCIATION

Sallie Loving, Stage Junction, president; Clotilde Rodes, Greenwood, vice-president; Florence Shelton, Portsmouth, secretary-treasurer.

*Student Council* — Clarinda Holcomb, Roanoke; Margaret Wiley, Gordonsville; Virginia Simpson, Norfolk; Elizabeth Rolston, Mt. Clinton; Elizabeth Johnson, Lynchburg. (Junior representatives not yet elected.)

*House Chairmen* — Jackson Hall, Vena Upchurch; Alumnae Hall, Sallie Clarkson; Shenandoah, Mary Smith; Ashby Hall, Elizabeth Hall, Celia Swecker; Cleveland Cottage, Jean Gose; Carter House, Mary Jackson.

## Y. W. C. A.

Barbara Schwarz, Danville, president; Virginia Campbell, Salem, vice-president; Shirley McKinney, Hinton, W. Va., secretary; Lila Riddell, Dumbarton, treasurer; Celia Swecker, Monterey, assistant treasurer; Edith Ward, Norfolk, undergraduate representative; Susie Geoghegan, Danville, assistant undergraduate representative; Sallie Loving, Stage Junction, ex-officio.

*Committee Chairmen* — Shirley McKinney, publicity; Elsie Burnett, alumnae; Anora Ivey, world fellowship; Bertha McCollum, social; Mary Lippard, social service; Emma Dold, religious meetings; Virginia Campbell, membership; Lila Riddell, finance; Rachel Gill, Bible study; Mabel Kirks, social standards.

## ATHLETIC COUNCIL

Elizabeth Buchanan, Hampton, president; Clarice Coleman, Penola, secretary; Elsie Burton, Danville, treasurer; Frances Clark, Danville, business manager.

*Class Representatives* — Elsie Warren, Danville, Degree Class; Edith Ward, Norfolk, Postgraduate class; Frances Clark, Danville, Senior class; Wilmot Doan, South Boston, Junior Class.

## CLASSES

*Degree Class of 1924* — Edna Draper, Charlottesville, president; Clotilde Rodes, Greenwood, vice-president; Elsie Burnett, Culpeper, secretary and treasurer; Mary Lippard, Cleveland, N. C., business manager; Corraleigh Jones, Gordonsville, sergeant-at-arms.

*Postgraduate Class* — Sue Kelly, Hampton, president; Margaret Wiley, Gordonsville, vice-president; Lelia Brock Jones, Smithfield, secretary and treasurer; Mary Warren, Norfolk, business manager.

*Senior Class of 1924* — Mattie Fitzhugh, Fishersville, president; Elsie Burton, Danville, vice-president; Rachel Gill, Petersburg, secretary; Jane Nickell, Herndon, treasurer; Carrie Dickerson, South Boston, business manager; Vena Upchurch, business manager of Tea Room; Mildred Morecock, Newport News, sergeant-at-arms.

*Junior Class* — Mary F. Jackson, Lynchburg, president; Ruth Nickell, Herndon,



vice president; Ruth Ferguson, Sigma secretary; Mary Saunders Tabb, Portsmouth, business manager; Mary Pettus, South Boston, sergeant-at-arms.

#### PUBLICATIONS

*The 1924 Schoolma'am* — Susie Geoghegan, Danville, editor-in-chief; Celia Swecker, Monterey, business manager. Other members of the staff are to be elected later.

*The Breeze* — Margaret Ritchie, Petersburg, editor; Doris Persinger, Salem, assistant editor; Emily Hogge, Hornsbyville, business manager. Reporters—Clarinda Holcomb, Mary Warren, Frances Clark, Elizabeth Rolston, Thelma Eberhart, Clyde Carter, Madeline Bishop, Virginia Simpson.

#### SOCIETIES

*Pi Kappa Omega Honor Society*—Margaret Ritchie, president; Lila Riddell, vice-president; Emma Dold, secretary; Mary Lacy, treasurer; Florence Shelton, historian.

*Lanier Literary Society* — Shirley McKinney, Hinton, W. Va., president; Charlotte Wilson, Hampton, vice-president; Virginia Simpson, Norfolk, secretary; Elizabeth Johnson, Lynchburg, treasurer; Mina Jordan, Norfolk, chairman of program committee; Elizabeth Rolston, Mt. Clinton, sergeant-at-arms.

*Page Literary Society* — Katherine Sebrell, Portsmouth, president; Elizabeth Richardson, Danville, vice-president; Hazel Hornebarger, Christiansburg, secretary; Gold Harris, Hampton, treasurer; Bettye Harris, Elizabeth City, N. C., sergeant-at-arms; Margaret Wiley, Gordonsville, critic.

*Lee Literary Society* — Bertha McCollum, Danville, president; Frances Clark, Danville, vice-president; Grace White, Norfolk, secretary; Emily Hogge, Hornsbyville, treasurer; Carrie Dickerson, South Boston, sergeant-at-arms.

*Stratford Dramatic Club* — Edna Draper, Charlottesville, president; Mildred Morecock, Newport News, vice-president; Mina Jordan, Norfolk, secretary; Catherine Byrd, Broadway, treasurer; Anna Forsberg, Norfolk, sergeant-at-arms.

*Choral Club* — Margaret Gill, Petersburg, president; Nancy Roane, Portsmouth, vice-president; Mina Jordan, Norfolk, business manager; Lucy James, South Boston, secretary-treasurer; Matilda Roane, Ports-

mouth, librarian; Catherine Byrd, Broadway, chairman of house committee.

*Home Economics Club* — Anna Forsberg, Norfolk, president; Mary Warren, Norfolk, vice-president; Rachel Gill, Petersburg, secretary; Elizabeth Smith, Portsmouth, treasurer; Eulabelle Beckner, Blacksburg, sergeant-at-arms.

*High School Club* — Elizabeth Rolston, Mt. Clinton, president. Other officers not elected yet.

*Grammar Grade Club* — Elsie Burton, Danville, president; Edna Gwaltney, Smithfield, vice-president; Sophia Fairfield, Providence Forge, secretary-treasurer.

*Le Circle Francais* — Ruth Ferguson, Sigma, president; Gladys Nock, Assawoman, vice-president; Mary Moore Aldhizer, Broadway, secretary; Ruth Lewis, Holland, treasurer.

*Portsmouth Club* — Nancy Roane, president. Other officers not elected yet.

*Cotillion Club* — Mildred Morecock, Newport News, president; Dorothy Mayes, Petersburg, vice-president; Emily Hogge, Hornsbyville, secretary; Elizabeth Thomas, Portsmouth, treasurer; Elizabeth Richardson, Danville, business manager; Elizabeth Joyner, Smithfield, assistant business manager.

### ORGANIZING KINDERGARTENS IN CITY SCHOOL SYSTEMS

Increasing desire to establish kindergartens in new centers bring many questions to the Bureau of Education concerning their organization, according to a circular on Organizing Kindergartens in City School Systems, just issued by the Department of the Interior. Because of the differences in the needs and possibilities of communities, there is necessarily a corresponding difference in their kindergarten organization.

In most States children are allowed to enter kindergarten at four years of age. An enrollment of 25 to 35 children with one teacher is considered ample to maintain a proper average daily attendance, according to the circular. More than that number are usually divided into two groups, the older children in one, and the less developed in the



other, one group attending in the morning and the other in the afternoon. Should the attendance be from 70 to 100, an extra teacher is engaged as an assistant. It is the consensus of opinion that kindergarten children should be in school for half a day only.

In a number of cities the authorities do not care to have children attend kindergarten in the afternoon, consequently the number of morning kindergartens is doubled. Under this type of organization, or where there are only enough children for one session, the teacher gives some of her time to other activities, the circular points out. Usually she helps the primary teacher by taking groups of children into the kindergarten room for handwork, rhythms, games, stories, or dramatics; or by supervising seat work of certain sessions in the regular class room; by visiting homes in the neighborhood to develop closer relationship between home and school; giving instruction in music, drawing, or speech correction in speech in their minds. The enlistment of cooperation in the home by skillful and tactful appeals is advised.

After the correct form of speech has been drilled into the mind of the pupil until the ear is trained and the tongue gives the form automatically, necessary rules are easily understood and memorized, according to the bulletin.

### THE SCHOOLHOUSE

"The schoolhouse is the logical center of every community. It is this building which caters to no racial, religious, social, or economic propaganda. It is a common meeting ground for all of the citizens and as such should house every worth while organization of the district, not as separate and distinct bodies but as one functioning group whose prime purpose it is to provide for the community all activities that are needed to improve the community, physically, economically, civically, educationally, and morally."—Earl T. Gold, in *The Cincinnati School Index*.

Nothing can ever alienate me from my sworn love of the young, nor divert my wishes and exertions from what I believe will best promote their welfare.—Horace Mann.

"We have at present wholly inadequate sources from which to supply a trained army of teachers. Education itself, the very temple of learning, is hampered partly by ungenerous financing and partly by incompetent teaching."—Charles A. McMurray, George Peabody College for Teachers.

### OUR CONTRIBUTORS

D. O. DECHERT is a prominent lawyer of the Harrisonburg Bar. Mr. Dechert is not only a reader of wide interest and discriminating taste, but has made himself a veritable authority on children's reading. His contribution to this number of *The Virginia Teacher* grew out of a love for the subject of books for the young.

GRACE HARVEY HEYL is a Bachelor of Science of the Harrisonburg Normal School, from which she graduated in 1923. Miss Heyl is now an efficient Home Demonstration Agent and is stationed at Leesburg, Loudoun County.

W. F. TIDYMAN is head of the Department of Education and Director of the Training School, of the State Normal School of Farmville, Virginia. Dr. Tidyman is the author of *The Teaching of Spelling*. (World Book Co.) and of a new spelling book, *The Supervised Study Speller*, recently published by the same company.

CONRAD T. LOGAN is head of the department of English at the State Normal School at Harrisonburg.

SADIE RICH is a 1923 graduate of the State Normal School at Harrisonburg. She is now teaching Home Economics at Emporia, Va.

JOHN M. McBRIDE is professor of English in Tulane University, New Orleans. He was for some years professor of English in the University of the South, Sewanee, and editor of *The Sewanee Review*. Dr. McBride at one time taught in Hollins College in Virginia.

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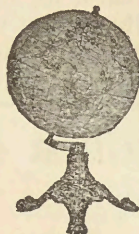
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